DOCUMENT RESUME

ED 385 911 EA 026 934

TITLE	National Education Goals Report, 1994. High Expectations for Overseas Dependents' Education.
INSTITUTION	Dependents Schools (DOD), Washington, D.C.
REPORT NO	DoDDS-95-C-0002
PUB DATE	94
NOTE	148p.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Academic Achievement; Adult Literacy; Discipline Policy; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Graduation; Mathematics Achievement; *Outcomes of Education; School Readiness; Science Education; Standards
IDENTIFIERS	*Dependents Schools; *National Education Goals 1990

ABSTRACT

This publication of the Department of Defense Dependents Schools (DoDDS) 1994 report on the National Education Goals marks the fourth year of DoDDS' participation in the national-goals effort. In spring 1990, the DoDDS adopted the national goals and developed 20 specific implementation targets to measure progress toward achievement of the goals. This document reviews progress on the 20 comprehensive targets and generally compares the 1993-94 school year with the 1989-90 baseline year. The main body of the report provides a detailed discussion of each implementation target, which is linked to a National Education Goal. The format is as follows: Each target is stated. The statement is followed by a discussion of the data or actions taken or planned. In some cases, graphics display quantitative information. Regional highlights are included when one or more regions reported a unique finding or initiative. Finally, a "statement of progress" is included for each implementation target. Appendices contain achievement test results by region, data on mathematics and science achievement, and writing-assessment rubrics. Twenty-one tables and 26 figures are included. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 385 911

DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS

NATIONAL EDUCATION GOALS REPORT

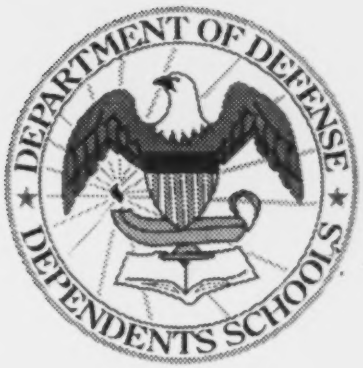
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

1994

HIGH EXPECTATIONS FOR OVERSEAS DEPENDENTS' EDUCATION

EA 026 934



NATIONAL EDUCATION GOALS REPORT

HIGH EXPECTATIONS FOR OVERSEAS DEPENDENTS' EDUCATION

DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS

1990 **1994** 2000

PREFACE

The mission of the Department of Defense Dependents Schools (DoDDS) overseas is to provide quality education through secondary school for eligible minor dependents of Department of Defense military and civilian personnel on official overseas assignments. During the 1993–94 school year, approximately 95,000 students attended schools in 18 foreign countries. Schools are located in both small, remote communities and large, urban areas. All are centrally administered and held to the uniform high standards established at the Office of Dependents Schools, Washington, D.C.

The DoDDS system is an organizational element of the Department of Defense Education Activity (DoDEA) and is a component of the Office of the Under Secretary of Defense (Personnel and Readiness) under the Deputy Assistant Secretary of Defense (Personnel Support, Families and Education). The Director manages the schools through a network of regional and district offices. Each district is comprised of about 14 schools; the number of districts established varies with the size of the region. During the 1993–94 school year, regional offices were located at Albrook Air Station, Panama; London, England; Livorno, Italy; Okinawa, Japan; and Wiesbaden, Germany.

The size of the Overseas Dependents Schools System is changing as the Department of Defense closes bases and reduces substantially the number of personnel assigned overseas. Although the draw-down has created some anxieties and uncertainties, DoDDS personnel remain committed to providing a full range of services for those who continue to serve our country overseas. This report underscores this commitment.

TABLE OF CONTENTS

PREFACE 3

INTRODUCTION 7

CHAPTER 1 EXECUTIVE SUMMARY 9

CHAPTER 2 PROGRESS ON IMPLEMENTATION TARGETS 17

GOAL 1 READINESS FOR SCHOOL 19
Implementation Target 1.1: Sure Start 20
Implementation Target 1.2: Parental Participation 22
Implementation Target 1.3: National Assessment 23

GOAL 2 HIGH SCHOOL COMPLETION 25
Implementation Target 2.1: Graduation Rate 26

GOAL 3 STUDENT ACHIEVEMENT AND CITIZENSHIP 27
Implementation Target 3.1: Achievement Test Results 28
Implementation Target 3.2: Advanced Placement (AP) Courses 39
Implementation Target 3.3: Performance on AP Tests 41
Implementation Target 3.4: Foreign Language Course Completion . 43
Implementation Target 3.5: Writing Assessment 44
Implementation Target 3.6: Seventh and Eighth Grade Foreign Language 49
Implementation Target 3.7: SAT Participation 50
Implementation Target 3.8: Performance-Based Assessments 52

GOAL 4 SCIENCE AND MATHEMATICS 53
Implementation Target 4.1: Rigorous Course Enrollment 54
Implementation Target 4.2: Math and Science Achievement 56
Implementation Target 4.3: Training in Math Standards 61

GOAL 5 ADULT LITERACY AND LIFELONG LEARNING 63
Implementation Target 5.2: College Preparation Standard 64
Implementation Target 5.3: Alternative Certification 66
Implementation Target 5.4: Adult Literacy Test 67

GOAL 6 SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS 69
Implementation Target 6.1: Drug Abuse Resistance Education 70
Implementation Target 6.2: School Discipline 72

CHAPTER 3 DODDS PROGRAMS AND INITIATIVES 75

continued next page

APPENDICES 79
Appendix A: DoDDS–A Target 3.1 Results 81
Appendix B: DoDDS–G Target 3.1 Results 91
Appendix C: DoDDS–M Target 3.1 Results 101
Appendix D: DoDDS–PACIFIC Target 3.1 Results 111
Appendix E: DoDDS–PANAMA/ISLANDS AREA Target 3.1 Results 121
Appendix F: Writing Assessment Rubrics 131
Appendix G: Target 4.2 Results by Region (Math and Science Achievement) 137

NOTE: Implementation Target 5.1 is reported under implementation Targets 3.1 and 4.2

INTRODUCTION

Adopted in 1989 by the Nation's Governors and the President, the National Education Goals challenge our society to be ready for the demands of the next century. The National Education Goals state that by the year 2000:

1. All children in America will start school ready to learn;
2. The high school graduation rate will increase to at least 90 percent;
3. American students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy;
4. United States students will be first in the world in mathematics and science achievement;
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship;
6. Every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning.

On March 31, 1994, President Clinton signed the Goals 2000: Educate America Act. This innovative and comprehensive program is based on high standards that all children can meet—a system that will provide both equity and excellence for all students.

The Act formally recognizes and expands the six previous goals and adds two new goals: staff development and parent involvement.

7. **Teacher Education and Professional Development**
   By the Year 2,000, the nation's teachers will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
8. **Parent Participation**
   By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Benchmarks (targets) for each of the new goals are being developed within the DoDEA Strategic Plan, and the benchmarks and baseline data will appear in the 1995 report.

continued next page

In the spring of 1990, the Department of Defense Dependents Schools (DoDDS) adopted the National Education Goals and developed 20 specific implementation targets to measure progress toward achieving these goals. DoDDS also resolved to report Goals-related activity regularly. Most of the implementation targets were developed to measure progress quantitatively, in terms of student outcomes. Therefore, DoDDS also collected data to establish baselines against which to measure progress.

DoDDS first reported on implementation targets using data collected after the 1990–91 school year. The current report provides an update based on data collected during the 1993–94 school year. In most cases, the data compare measurable results achieved by the end of the 1993–94 school year against both the baseline and the interim target established for the 1993–94 school year. In general, interim targets were computed assuming a linear progression between the baseline and the point to be reached by the end of the 1999–2000 school year.

The main body of this report provides a detailed discussion of each implementation target, which is linked to a National Education Goal. The format is as follows: Each target is stated. This statement is followed by a discussion of the data or actions taken or planned. In some cases, graphics are included to display quantitative information. Regional highlights are included when one or more regions reported a unique finding or initiative. Finally, a "Statement of Progress" is included for each implementation target.

The primary benefit of compiling the reported results is in providing direction to existing programs and new initiatives. Within DoDDS, the report is to be used to redirect emphasis and to develop intervention strategies that address areas in which there is little or no improvement over baseline-year measures or where the report shows interim targets have not been met. Information gleaned from this report will serve as the basis for school improvement plans and allocation of resources. It is to be used to create a better educational experience for today's youth in order to contribute to society's promise of a better future.

CHAPTER 1
EXECUTIVE SUMMARY

9

EXECUTIVE SUMMARY

Background

This publication of the Department of Defense Dependents School (DoDDS) 1994 report on the National Education Goals marks the fourth year of DoDDS' participation in the National Goals effort. DoDDS has initiated a variety of programs designed to support instruction, student achievement, staff development, and community involvement. Among these initiatives are the expansion of the Reading Recovery and the Language Immersion programs, the ongoing support and growth of The Study of Teaching (TST) staff development program, the development of Distance Learning programs through telecommunications, the Advancement Via Individual Determination (AVID) program, which provides extra help for students who are typically under-represented in college, and the Families and Schools Together (FAST) project, which encourages parent involvement in the schools. The National Education Goals have been a central theme in the development of DoDDS' educational programs and policies and have provided a standard against which to measure progress.

Associated with each of the National Education Goals are 20 comprehensive milestones, or *targets*, by which DoDDS' progress may be measured and against which DoDDS may be held accountable. Developed using data collected in 1990, each target is based on quantifiable factors related to student outcomes. Data are collected annually and used to report progress toward meeting the targets and, therefore, the National Education Goals.

The 1994 DoDDS National Education Goals Report reviews progress on the 20 targets and generally compares the 1993–94 school year with the 1989–90 baseline year. This executive summary highlights findings documented in the report.

GOAL 1 Readiness for School

Three implementation targets are used to address the National Education Goal that states, "By the year 2000 all children in America will start school ready to learn." DoDDS is committed to establishing and expanding a program for preschool children, implementing a parental participation program, and monitoring national efforts regarding this National Education Goal.

Modeled after the Head Start child development program, Sure Start was originally conceived to meet the needs of families whose young children do not have access to the same educational resources and early experiences overseas as can be found in the United States. During the last three years, the DoD Sure Start program expanded to 29 sites worldwide with an enrollment of more than 500 students.

DoDDS has continued to support the Families and Schools Together (FAST) program and has seen the program grow to include schools in each DoDDS region. Approximately 3,000 parents have participated in FAST

training in the four DoDDS regions. As a result of their participation in this program, parents have acquired skills that enable them to help not only their own children, but other parents as well, creating a resource at each school that reinforces parental participation in academic achievement.

DoDDS has completed the publication and distribution of 44,000 Parent Education Guides for the parents of preschool children.

GOAL 2
High School Completion

Consistent with the National Education Goal stating that by the year 2000 the high school graduation rate will increase to at least 90 percent, DoDDS has sought to document that its graduation rate is higher than 90 percent; nonetheless, DoDDS has found that computing graduation rates and drop-out rates is difficult and that outcomes are significantly affected by the way in which these terms are defined. It is also quite impractical to follow a cohort of students through even four years of schooling and account for each addition to and each departure from the cohort — especially when a follow-up of each departing student would be required to determine whether that student re-enrolled in school elsewhere or ceased attending school upon departure from DoDDS. For the purpose of this report, the number of June 1994 graduates (3,314) was compared with the number of students (3,348) in the graduating class near the end of the school year. By that measure, DoDDS reports a graduation rate of 99 percent.

GOAL 3
Student Achievement and Citizenship

Eight implementation targets were developed to help measure progress toward achieving National Education Goal 3, which challenges schools to ensure that students can demonstrate competency in challenging subject matter and are prepared for responsible citizenship, further learning, and productive employment.

DoDDS is monitoring student achievement in reading, language arts, mathematics, science, and social studies in grades 3, 5, 7, 9, and 11. Percentages of students scoring in the top two and bottom quartiles on the 1994 Comprehensive Tests of Basic Skills (CTBS) are determined in each of the subject/grade categories. These percentages are compared to the 1990 base year's results and to numerical interim targets set for the current year. In the 1994 testing, DoDDS met or exceeded its interim targets in 65 percent of the 75 monitored categories. In many of these categories it met or exceeded the target set for the year 2000. Even for categories in which the interim target has not been met, the percentages of DoDDS students scoring in a given quartile is generally better than the national statistic. Particularly important results are indicated by the data for the bottom quartile.

DoDDS has been aggressive in making advanced placement (AP) courses available to students and encouraging more students to take AP tests. During the 1993–94 school year, 97 percent of DoDDS high schools offered two or more AP courses compared to 49 percent in the 1989–90 school year. Student participation has also increased sharply. During the 1993–94 school year, 41 percent more DoDDS students took AP tests than in 1990, and the number of tests taken increased by 41 percent. These increases took place during a period of sharply declining overall student population due to the draw-down of military forces overseas. The Advancement Via Individual Determination (AVID) program initiative has also had the effect of challenging students who might not normally enroll in rigorous classes to advance to AP courses. DoDDS' success in increasing the number of students taking rigorous courses is expected to create an increase in the number of students enrolling in AP courses.

DoDDS is also challenged to increase the percentage of its students who score 3 or above on AP tests and has proposed to exceed the percentage of students who do so nationally. The national figure for 1994 was 66 percent. Although there is an increase in the number of DoDDS students who scored 3 or above in 1994, the overall percentage of DoDDS students who scored 3 or above in 1994 was 60 percent, which is short of the national figure and, therefore, also short of the target.

In the area of foreign language study, the 1994 data indicate steady progress toward meeting targets. A larger percentage of DoDDS 1994 graduates completed a third year of foreign language study than did 1990 graduates. The same is true for graduates completing the fourth year of a foreign language. In schools with seventh and eighth graders, 83 percent offered a full year of foreign language study in both grades.

The systemwide writing assessment of eighth and tenth grade students was conducted during the spring of 1994. DoDDS has established that student proficiency is demonstrated by writing that is rated as "adequate achievement," "commendable achievement," or "exceptional achievement." By that definition, eighth grade students performing at proficiency constituted 50 percent on the autobiographical incident prompt; 52 percent on the problem solution prompt; 55 percent on the report of information prompt; and 45 percent on the observational writing prompt. The number of tenth grade students performing at proficiency constituted 64 percent on the report of information prompt; 67 percent on the observational writing prompt; 62 percent on the autobiographical incident prompt; and 60 percent on the problem solution prompt. This year fifth grade students were added to the assessment program. The number of fifth grade students performing at proficiency constituted 64.6 percent on the personal experience prompt and 59.6 percent on the persuasive writing prompt.

12

GOAL 4
Science and Mathematics

DoDDS developed three implementation targets for this goal, which states, "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The implementation targets focus on enrollment in rigorous courses, achievement on standardized tests, and training of teachers and school administrators in the standards for teaching mathematics proposed by the National Council of Teachers of Mathematics (NCTM).

Enrollment in rigorous science and mathematics courses continues to increase. Data for 1994 indicate that the percentage of students enrolled in Algebra II, Math Analysis, calculus, chemistry, and Biology II exceed those of each of the preceding three years.

As indicated earlier, science and mathematics achievement is tested along with reading, language arts, and social studies using the Comprehensive Tests of Basic Skills (CTBS) with third, fifth, seventh, ninth, and eleventh grade students. DoDDS established interim targets for percentages of students scoring in each of three quartiles in science and mathematics at each of the grade levels tested. The 1994 data indicate that 77 percent of the targets for mathematics and science were met or exceeded.

Since the end of the 1989–90 school year, 502 teachers and 38 school administrators have participated in intensive, week-long summer workshops designed to train personnel to implement the NCTM standards in DoDDS schools. To date, more than 2,000 teachers and 250 administrators have received introductory training. The mathematics curriculum has been redesigned in keeping with the standards, and new course titles reflecting the standards were implemented in August 1993.

GOAL 5
Adult Literacy and Lifelong Learning

This goal calls for every adult American to be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship. DoDDS is supporting this goal by ensuring that a higher percentage of its students are better prepared for and qualified to enter college and by inviting teachers who have been certified through a state alternative certification program to apply for a teaching position.

DoDDS has established a recommended four-year college and university preparation standard. The standard represents a core of 15 credits in rigorous courses in 6 basic categories. DoDDS determined that 40.9 percent of its 1994 graduates met the standard. DoDDS has not only exceeded the 1994 target, but also the target for the year 2000.

13

By accepting applications from teachers certified through an alternative certification program, DoDDS is encouraging lifelong learning and providing an opportunity for service members in transition to seek a second career in teaching.

GOAL 6
Safe, Disciplined, and Drug-free Schools

DoDDS developed two implementation targets to support the National Education Goal that reads, "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning." One of the targets deals with expansion of the Drug Abuse Resistance Education (DARE) program; the other deals with monitoring school discipline.

DARE is a nationally recognized drug abuse prevention education program and has been in place in DoDDS elementary schools since 1985. The success of the elementary program led to the implementation of the middle school program in 1991. More than 40 military police officers have received middle school DARE instructor training, and 75 percent of DoDDS schools with seventh and eighth grades offer the middle school program.

To monitor and better understand discipline problems, DoDDS has established processes to enable schools to identify and track the occurrence of disciplinary problems. Data gathered on the class of 1994 indicated that eight students were expelled in the 1993–94 school year. There were 4,907 suspensions systemwide. DoDDS is reviewing these actions and the associated policies to ensure that due process and follow-up monitoring are accomplished in each case.

Summary

This report reflects DoDDS' continuing commitment to support the National Education Goals. By documenting and studying the data associated with each of the Implementation Targets, DoDDS will be able to identify program areas that need attention and redirect emphasis in order to ensure a quality education for all students.

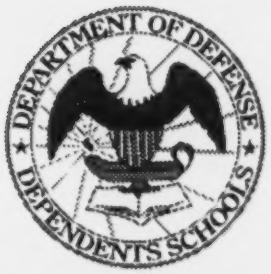
National Education Goals: DoDDS Targets at a Glance

Goal	Target	Progress
Readiness for School	• Sure Start • Publish and distribute 40,000 parent guides	• 29 sites established • 44,000 guides published • Over 3,000 parents trained
High School Completion	• Graduation rate of 90% by 1995	• Graduation rate of 99% in 1994
Student Achievement & Citizenship	Achievement Test Results:	• 65% of interim targets met/exceeded
	• 10% increase in percentage of students scoring at or above 76th percentile	• 18 of 25 interim targets met (72%)
	• 10% increase in percentage of students scoring between the 51st and 75th percentiles	• 12 of 25 interim targets met (48%)
	• 20% **decrease** in percentage of students scoring at or above 76th percentile	• 19 of 25 interim targets met (76%)
	• 2 or more AP courses available in every HS by 2000	• 2+ AP courses in 97% of high schools in SY 1993–94
	• By 2000, percent of DoDDS students earning score or 3 or higher on AP exams will exceed national figures by 5%	• 60% in DoDDS vs. 66% nationally scored 3 or higher in 1993
	• By 2000, DoDDS will double the percentage of graduates completing a 3rd and 4th year of foreign language study	• 34.3% of graduates for 1994 vs. 23.2% in 1990; 17.4% of graduates for 1994 vs. 8.5% in 1990
	• By SY 1993–94, all schools with grades 7 and 8 will offer foreign language courses.	• SY 1993–94, 83% of schools w/grades 7 and 8 offer foreign language courses
	• By 2000, 90% of DoDDS students will demonstrate writing proficiency	• 1994 Writing Proficiency by grade level and writing prompt: 5th 8th 10th • Autobiography: – 50% 62% • Problem Solution: – 52% 60% • Report of Information: – 55% 64% • Observational: – 45% 67% • Persuasive: 59% – – • Personal Experience: 65% – –
	• By 2000, the level of SAT participation for each ethnic group will equal the overall DoDDS participation rate	• 1994 DoDDS participation rate: 66% • Native American: 58% • Asian-American: 80% • African-American: 49% • Hispanic: 48% • Caucasian: 62%

continued on next page

National Education Goals: DoDDS Targets at a Glance

Goal	Target	Progress
continued from page 15	• Monitor developments in performance-based assessment	• NAEP Results–Reports due spring 1995; DoDDS Writing Assessment— Results reported annually; Strategic Plan incorporates performance indicators
Science and Math	• By 2000, DoDDS will increase enrollments in Algebra II, Math Analysis, calculus, chemistry, physics, Biology II	• In 1994 DoDDS exceeded Year 2000 Targets in Algebra II, chemistry, Biology II; all others have steadily increased since 1990
	• Math and Science Achievement Test Results:	• 77% of the Math and Science Interim Targets met/exceeded:
		MATH / **SCIENCE**
	• 10% increase in percentage of students scoring at or above 76th percentile	4 of 5 interim targets met (80%) / 5 of 5 interim targets met (100%)
	• 10% increase in percentage of students scoring between the 51st and 75th percentiles	4 of 5 interim targets met (80%) / 2 of 5 interim targets met (40%)
	• 20% **decrease** in percentage of students scoring at or above 76th percentile	4 of 5 interim targets met (80%) / 4 of 5 interim targets met (80%)
	• By 1995, DoDDS will provide NCTM training for teachers and administrators	• Training provided for all teachers and 98% of administrators
Adult Literacy and Lifelong Learning	• By 2000, DoDDS will increase by 20% the percentage of graduates qualified for college entrance	• Exceeded Year 2000 Target
	• Provide alternative certification for new teachers	• Consideration given to applicants meeting state-approved alternative certification requirements — met target
	• Assist in development and field test Adult Literacy Test	• Completed in 1992
Safe, Disciplined, and Drug-Free Schools	• By 1995, DoDDS will establish DARE programs in all middle schools	• 1994: 75% of DoDDS middle schools have DARE programs
	• DoDDS will monitor school disciplinary actions and cooperate with local installations to provide support	• Monitoring of disciplinary actions is in progress



CHAPTER 2

PROGRESS ON IMPLEMENTATION TARGETS

17

GOAL 1

READINESS FOR SCHOOL

By the year 2000, all children in America will start school ready to learn.

Implementation Targets

- Target 1.1: Sure Start
- Target 1.2: Parental Participation
- Target 1.3: National Assessment

GOAL 1 READINESS FOR SCHOOL

Implementation Target 1.1
Sure Start

Target 1.1 The Department of Defense Overseas and Stateside Dependents Schools will increase the number of regular education programs for preschool children. To help prepare children for school, the number of Sure Start sites will increase from 6 to 29, and the stateside schools will implement the program at its 18 sites by the 1994–95 school year.

Sure Start Sure Start classrooms have opened at 29 sites throughout the DoDDS system. Approximately 500 three- and four-year-old children are now enrolled.

Training for school administrators and steering committees in Sure Start communities has been ongoing since November 5, 1992. Representatives from the DoDDS regional offices and military service child development programs coordinate to assist in program development and site arrangements as necessary. Additional assistance and teacher training are provided upon request by the Office of Dependents Education and the DoD Child Development Services (CDS).

Selection of sites was based on criteria that included a strong working relationship between the installation and the local DoDDS school as well as a willingness on the part of the DoDDS administrator to assume partial responsibility for establishing the Sure Start program. Program supervision is the responsibility of the local child development center director.

Army and Air Force Child Development Services have indicated that they will not be able to support implementation in Panama due to force reduction. Sites previously allocated to this region have been redistributed between the DoDDS Pacific and Mediterranean Regions.

Sure Start Goals Sure Start will reflect the spirit of the Head Start program: to help the neediest children, who are at risk for failure. The following table reflects the achievement of identification and enrollment efforts based on the established enrollment criteria guidelines.

Criteria	Guideline	Enrollment
Income eligibility	60%	25%
Disability regardless of income	10%	11%
At risk for reasons other than disability	30%	64%

According to the published Sure Start enrollment criteria, approximately 60 percent of the children may be enrolled based on the level of the family's income. Twenty-five percent of the current enrollment (124 students) were identified based on income eligibility; 11 percent were identified for disability, and 64 percent for other reasons.

STATEMENT OF PROGRESS

With the expansion of Sure Start to 29 sites, DoDDS has accomplished Target 1.1. Also, should resources become available or existing sites close, DoDDS and CDS are evaluating schools on the waiting list to determine suitable sites for opening new programs.

SURE START SY 93–94		
SITE	**SERVICE**	**ENROLLMENT**
DoDDS Atlantic		
Alconbury/Upwood, England	Air Force	18
Lakenheath, England	Air Force	19
Soesterberg, Holland*	Air Force	19
Keflavik, Iceland	Navy	14
*Closed in June 1994		
DoDDS Germany		
Bamberg	Army	19
Baumholder (2 sites)	Army	20/16
Kaiserslautern (2 sites)	Air Force	12/12
Mannheim	Army	19
Nuernberg	Army	18
Wuerzberg	Army	20
DoDDS Mediterranean		
Aviano, Italy	Air Force	20
Naples, Italy (2 sites)	Navy	15/19
Sigonella, Italy	Navy	17
Lajes, Portugal	Air Force	16
Rota, Spain	Navy	N/A
Incirlik, Turkey	Air Force	16
DoDDS Pacific		
Yokota AFB, Japan	Air Force	20
Sasebo, Japan	Navy	20
Misawa, Japan	Air Force	13
Osan, Korea	Air Force	18
Taegu, Korea	Army	20
Seoul, Korea	Army	17
Camp Butler, Okinawa	Marine Corps	20
Camp Kinser, Okinawa	Marine Corps	19
Camp Courtney, Okinawa	Marine Corps	20
Kadena AFB, Okinawa	Air Force	20
WAITING LIST		
Yokosuka	Navy	
Misawa	Air Force	
Ansbach	Army	
SHAPE	multi	

GOAL 1 READINESS FOR SCHOOL

IMPLEMENTATION TARGET 1.2
PARENTAL PARTICIPATION

TARGET 1.2 Beginning in the 1992–93 school year, the Department of Defense will implement a parental participation program in all child development programs to encourage parental involvement in child development activities. As a part of this program, the Overseas Dependents Schools will provide parent education guides to all parents with children in overseas child development centers, pre-kindergarten programs, and Overseas Dependents Schools preschool programs for handicapped children. The Department of Defense will also continue to encourage more active parent/teacher/student advisory panels.

PARENT EDUCATION GUIDES

In cooperation with the Missouri Department of Education, 44,000 DoDDS parent education guides have been published and distributed to schools, overseas child development and family service centers, and other early childhood programs. In addition, DoDDS distributed 10,000 copies of the Parent Education Guide to child development centers on U.S. military installations. Approximately 500 copies of the guide were provided for distribution to centers at Coast Guard stations throughout the United States.

Statement of Progress: The Guide has been completed and distributed.

FAMILIES AND SCHOOLS TOGETHER (FAST)

The Families and Schools Together (FAST) program was developed to provide parents with the knowledge and skills necessary to facilitate their children's learning in the home. The program's focus is to encourage active parental participation and cooperation with schools. The intent is to develop effective ways to teach students to value learning as an integral part of their daily lives and to assist parents in establishing study habits and learning rituals in the home. As a result of their participation in this program, parents acquire skills that enable them to help not only their own children, but other parents as well, creating a resource for each school that reinforces parental participation in academic achievement.

There are four modules in the program:

- Establishing Learning Rituals at Home
- Motivating Your Student
- Providing Learning Assistance
- Monitoring Your Child's Educational Progress

Statement of Progress: More than 3,000 parents have participated in the FAST training in the four DoDDS regions. The response to the program has been overwhelmingly enthusiastic, with workshop evaluation scores of 4.7 to 5.0 on a scale of 1 to 5.

GOAL 1 READINESS FOR SCHOOL

IMPLEMENTATION TARGET 1.3
NATIONAL ASSESSMENT

TARGET 1.3 The Overseas and Stateside Dependents Schools will monitor national efforts to assess the achievement of this goal and will participate in such efforts when they become available.

DISCUSSION DoDDS continues to monitor national efforts to achieve this goal. Although the National Education Goals Panel has not developed a direct measure for this goal, progress is being made toward the development of a sample-based measure. Furthermore, a comprehensive definition of the five dimensions of readiness has been developed by the Goals Panel.

DIMENSIONS OF READINESS

- Physical Well-Being and Motor Development
- Social and Emotional Development
- Approaches Toward Learning
- Language Usage
- Cognition and General Knowledge

Baseline indicators for each of these dimensions are being developed by the National Center for Education Statistics and should become available upon completion of the joint longitudinal study that is being conducted by the Goals Panel.

STATEMENT OF PROGRESS The DoDDS target is being met. In addition, DoDDS is currently establishing its own benchmarks (targets) and designing strategies to ensure that all children living in our military communities come to school ready to learn. Each of the five dimensions of readiness will be addressed in the targets.

GOAL 2

HIGH SCHOOL COMPLETION

By the year 2000, the high school graduation rate will increase to at least 90 percent.

Implementation Targets

- Target 2.1: Graduation Rate

GOAL 2 HIGH SCHOOL COMPLETION

Implementation Target 2.1
Graduation Rate

Target 2.1 The Overseas and Stateside Dependents Schools will achieve a documented high school graduation rate of at least 90 percent by the year 1995.

Discussion DoDDS believes its graduation rate is consistently between 95 and 100 percent. An important factor that contributes to this conclusion is the controlled environment found in the overseas military communities served by DoDDS. In addition, there is an absence in DoDDS of such factors as lack of confidence in safe school environments, students with family support responsibilities, and high rates of school failure, which often contribute to drop-out rates. Therefore, the graduation rate in DoDDS has generally been calculated as the percent of students granted a diploma compared to the population of the senior class at the time of graduation.

For the 1993–94 school year, DoDDS has computed a graduation rate by comparing the 3,314 June 1994 graduates to the 3,348 twelfth grade students who were on the rolls as of the last enrollment reporting date, March 1994. This comparison produces a graduation rate of 99 percent.* (see Note)

Class	June	May	Graduation Rate
Class of 1994	3,314	3,348*	99%
Class of 1993	3,413	3,524	97%
Class of 1992	4,134	4,168	99%

Statement of Progress DoDDS has computed a graduation rate based on the number of its 1994 graduates compared to its senior class enrollment in May 1994. That computation produces a graduation rate of 99 percent. DoDDS has met the target.

***Note** Because many seniors graduated early in order to move with their parents, the draw-down dramatically affected student enrollments in May. For this reason, March enrollment dates were used this school year as an indicator of twelfth-grade enrollment.

GOAL 3

STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Implementation Targets

- Target 3.1: Achievement Test Results
- Target 3.2: Advanced Placement (AP) Courses
- Target 3.3: Performance on AP Tests
- Target 3.4: Foreign Language Course Completion
- Target 3.5: Writing Assessment
- Target 3.6: Seventh and Eighth Grade Foreign Language
- Target 3.7: SAT Participation
- Target 3.8: Performance-Based Assessments

GOAL 3 STUDENT ACHIEVEMENT AND CITIZENSHIP

Implementation Target 3.1
Achievement Test Results

Target 3.1 By the year 2000, the percentage of Overseas and Stateside Dependents Schools students scoring at or above the 1990 national 76th percentile on a standardized achievement test will be increased by 10 percent.

By the year 2000, the percentage of Overseas and Stateside Dependents Schools students scoring between the 51st and 75th percentiles, inclusive, on a standardized achievement test will be increased by 10 percent.

By the year 2000, the percentage of Overseas and Stateside Dependents Schools students scoring at or below the 1990 national 25th percentile on a standardized achievement test will be reduced by 20 percent.

Background DoDDS established baseline and interim targets in the major curriculum areas for three achievement levels: 1) students scoring at or above the 76th percentile (top quartile), 2) students scoring between the 51st and 75th percentiles (3rd quartile), and 3) students scoring at or below the 25th percentile (bottom quartile). The percentage of students scoring at each of the three levels is being monitored for grades 3, 5, 7, 9, and 11 in reading, language arts, mathematics, science, and social studies. Student performance, therefore, is monitored in 25 categories (third grade reading, third grade language, etc.) in each of three quartiles. The data are expressed as percentages of DoDDS students whose scores fall into the quartiles established nationally for the Comprehensive Tests of Basic Skills (CTBS). If DoDDS students matched the CTBS national quartile limits exactly, 24 percent of their scores would occur in the top quartile and 25 percent of their scores would occur in each of the bottom three quartiles. In general, the tendency is for much higher percentages of DoDDS students to be above the national score limits of the two higher quartiles, while well below 25 percent of DoDDS students score in the bottom quartile.

Discussion The 1994 test results are very good. In the top quartile, the interim implementation targets were met or exceeded in 72 percent of the 25 categories. In the third quartile, implementation targets were met in 48 percent of the 25 categories. In the bottom quartile, the interim targets were exceeded in 76 percent of the 25 categories. In some categories, the Year-2000 targets have already been met.

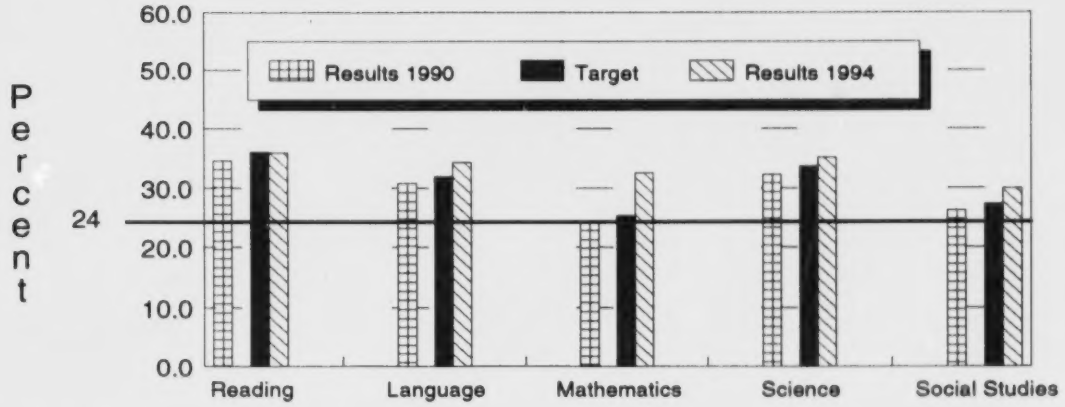
Graphic Presentation

The graphs that follow compare the results of the 1994 testing with the 1990 testing and with the interim targets established for each category. Systemwide results are depicted here while regional results can be found in Appendices A–E. Note that while rising graphs (reading left to right) represent success in each of the first 50 categories covering the top and third quartiles, success in the bottom quartile's 25 categories is indicated by bar graphs descending from left to right. The goal is to have a ***lower*** percentage of students score in the bottom quartile.

Statement of Progress

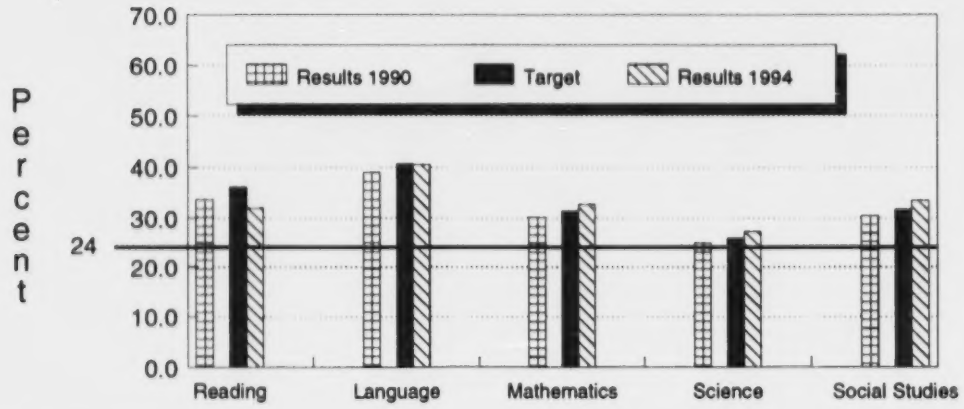
Significant progress toward meeting the Year-2000 Targets is indicated. For the 1993–94 school year, 65 percent of the interim targets were met or exceeded.

Status of DoDDS 1994
Student Achievement Goals: Grade Three
System - 76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	34.6	30.7	24.3	32.3	26.2
Target	36.0	31.9	25.3	33.6	27.2
Results 1994	35.9	34.3	32.6	35.1	29.9

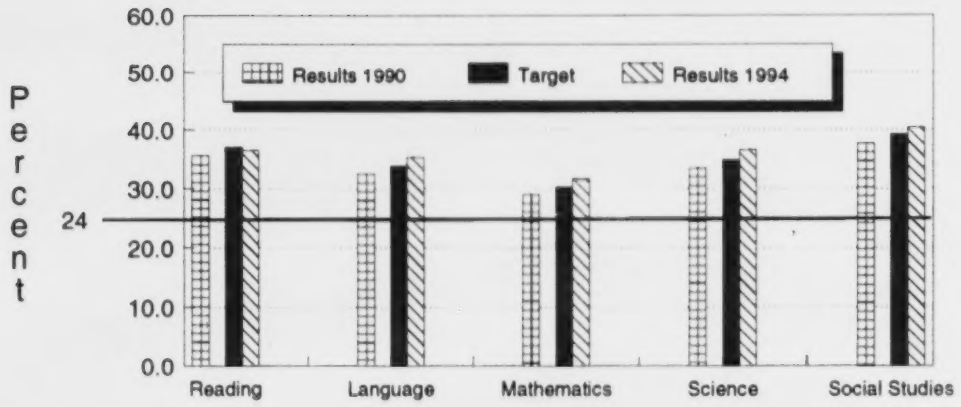
Status of DoDDS 1994
Student Achievement Goals: Grade Five
System - 76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	33.6	38.9	30.0	24.8	30.4
Target	36.0	40.5	31.2	25.8	31.6
Results 1994	31.9	40.4	32.6	27.2	33.4

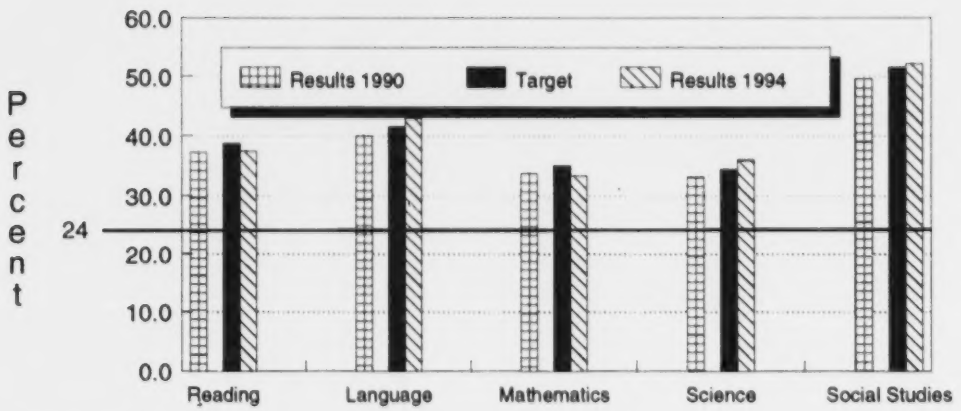
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Status of DoDDS 1994
Student Achievement Goals: Grade Seven
System-76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	35.6	32.5	29.0	33.5	37.7
Target	37.0	33.8	30.2	34.8	39.2
Results 1994	36.5	35.3	31.6	36.6	40.4

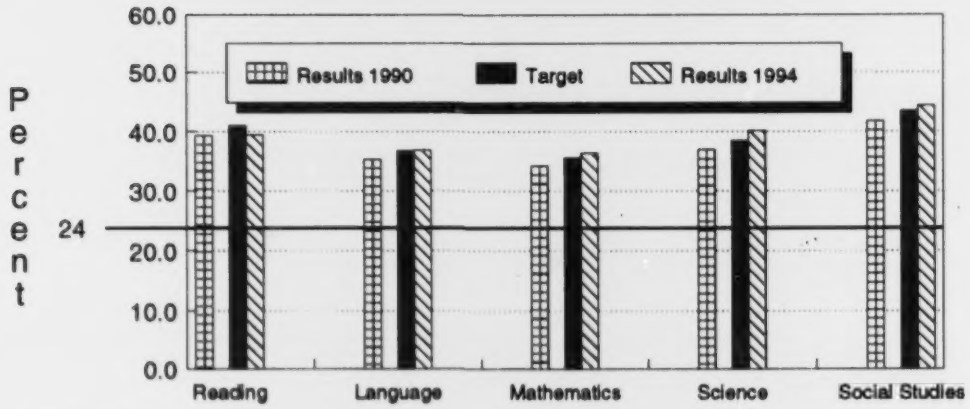
Status of DoDDS 1994
Student Achievement Goals: Grade Nine
System - 76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	37.2	39.9	33.7	33.1	49.5
Target	38.7	41.5	35.0	34.4	51.5
Results 1994	37.4	42.9	33.3	35.9	52.2

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

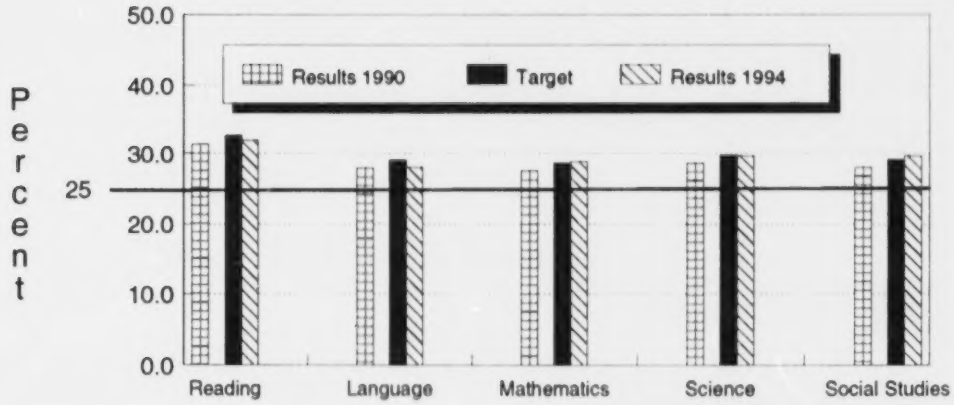
Status of DoDDS 1994
Student Achievement Goals: Grade Eleven
System - 76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	39.3	35.3	34.2	36.9	41.7
Target	40.9	36.7	35.6	38.4	43.4
Results 1994	39.4	36.8	36.3	40.1	44.3

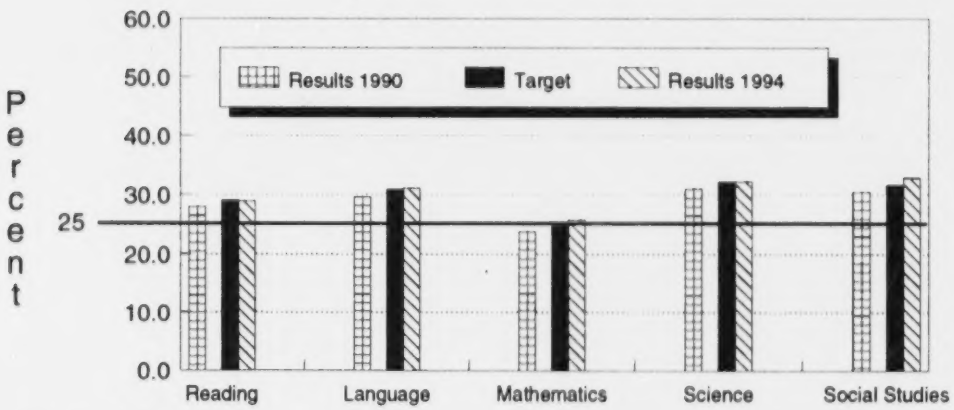
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Status of DoDDS 1994
Student Achievement Goals: Grade Three
System - 51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	31.3	27.9	27.5	28.6	28.0
Target	32.6	29.0	28.6	29.7	29.1
Results 1994	31.9	28.0	28.8	29.6	29.6

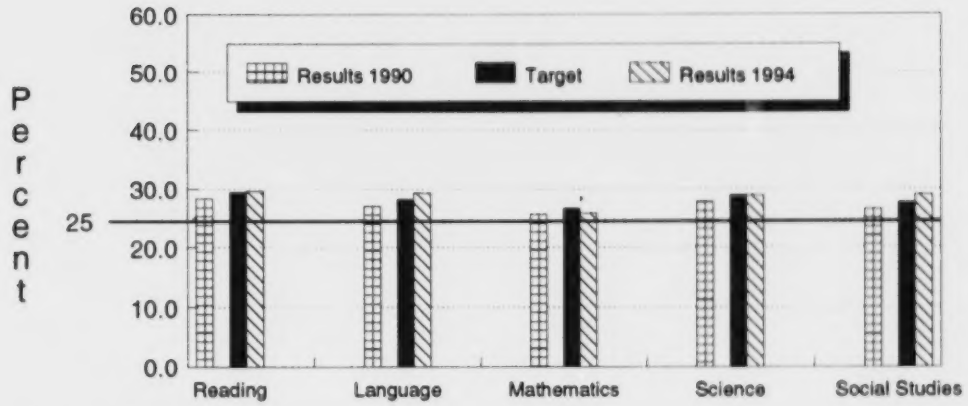
Status of DoDDS 1994
Student Achievement Goals: Grade Five
System - 51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	27.9	29.6	23.7	30.9	30.4
Target	29.0	30.8	24.6	32.1	31.6
Results 1994	28.9	31.0	25.7	32.2	32.8

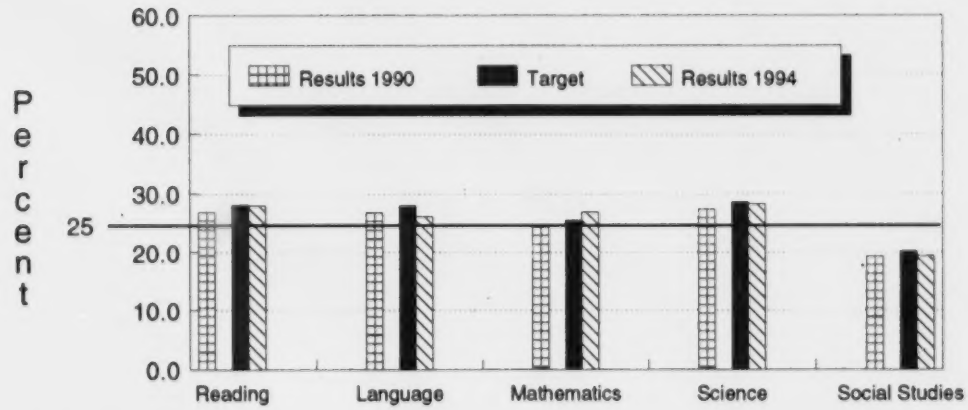
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Status of DoDDS 1994
Student Achievement Goals: Grade Seven
System - 51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	28.3	27.0	25.6	27.7	26.5
Target	29.4	28.1	26.6	28.8	27.6
Results 1994	29.6	29.3	25.8	28.9	29.0

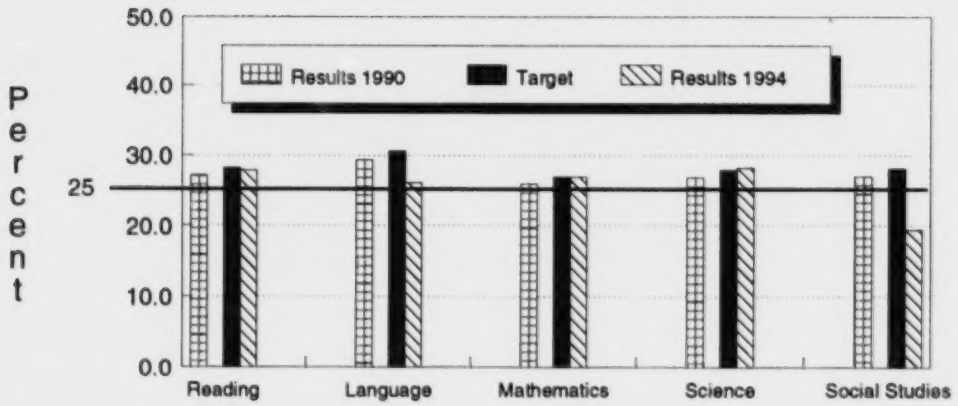
Status of DoDDS 1994
Student Achievement Goals: Grade Nine
System - 51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	26.9	26.8	24.4	27.4	19.3
Target	28.0	27.9	25.4	28.5	20.1
Results 1994	27.9	26.1	26.9	28.2	19.4

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Status of DoDDS 1994
Student Achievement Goals: Grade Eleven
System - 51-75th Percentile

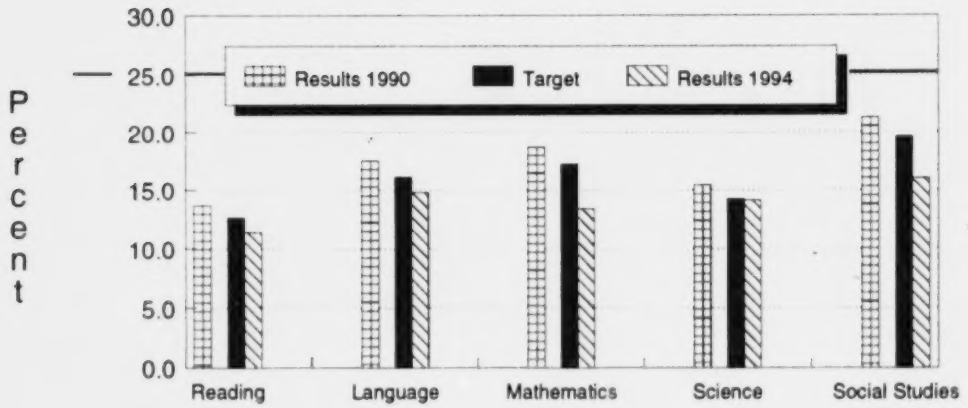


	Reading	Language	Mathematics	Science	Social Studies
Results 1990	27.1	29.3	25.9	26.8	27.0
Target	28.2	30.5	26.9	27.9	28.1
Results 1994	27.9	26.1	26.9	28.2	19.4

BEST COPY AVAILABLE

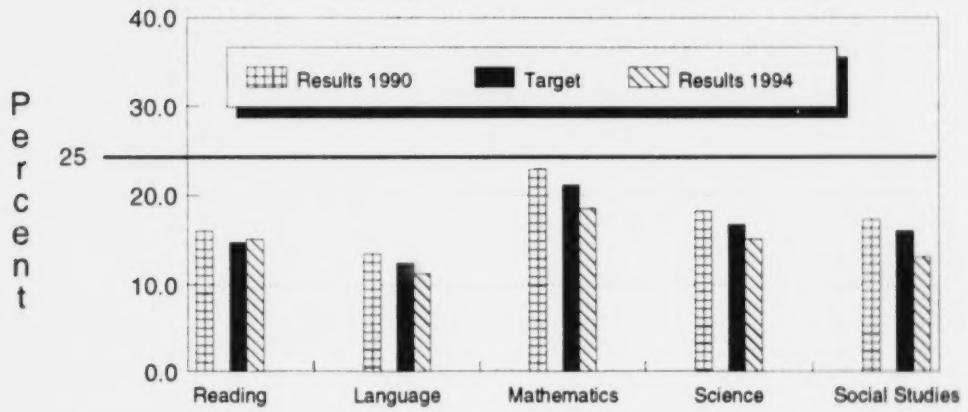
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Status of DoDDS 1994
Student Achievement Goals: Grade Three
System - 25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	13.7	17.5	18.7	15.4	21.3
Target	12.6	16.1	17.2	14.2	19.6
Results 1994	11.4	14.8	13.4	14.1	16.0

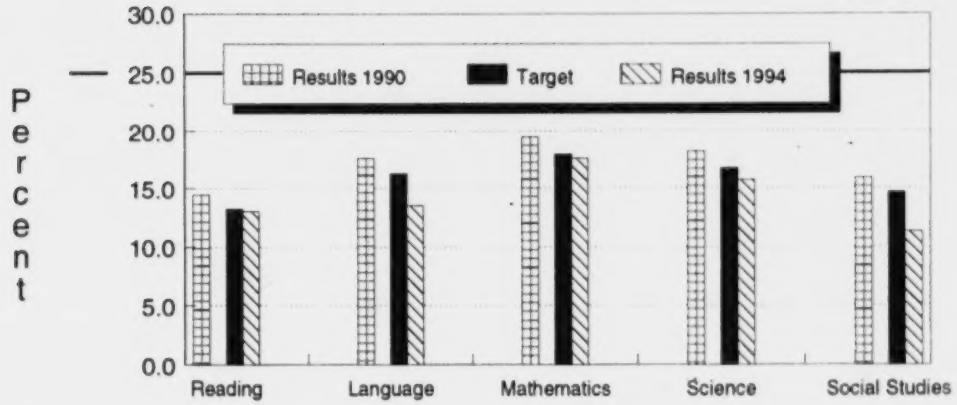
Sstatus of DoDDS 1994
Student Achievement Goals: Grade Five
System - 25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	16.0	13.5	22.9	18.2	17.3
Target	14.7	12.4	21.1	16.7	15.9
Results 1994	15.1	11.2	18.5	15.1	13.1

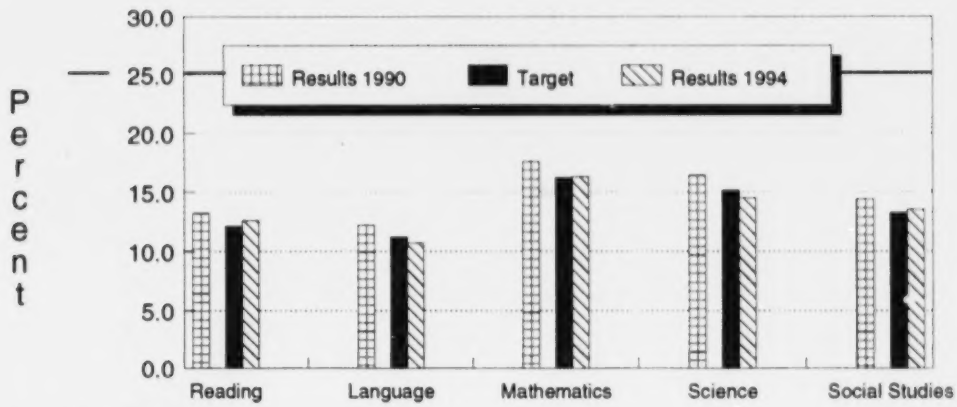
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Status of DoDDS 1994
Student Achievement Goals: Grade Seven
System - 25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	14.4	17.6	19.5	18.2	15.9
Target	13.2	16.2	17.9	16.7	14.6
Results 1994	13.0	13.5	17.6	15.7	11.3

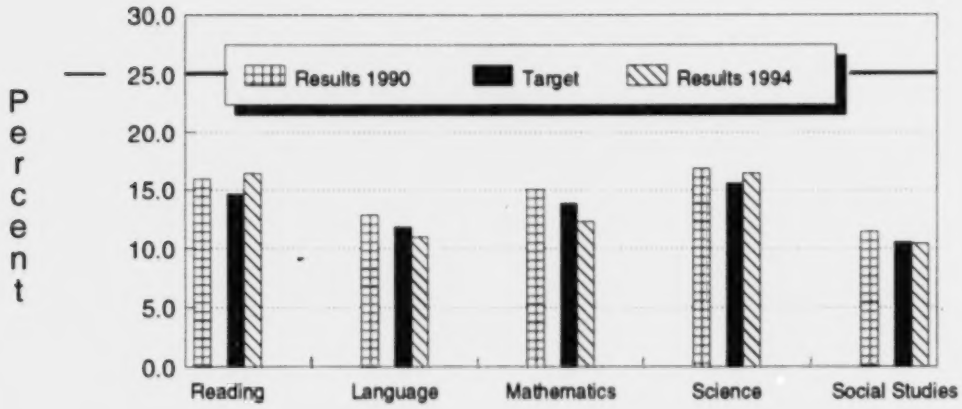
Status of DoDDS 1994
Student Achievement Goals: Grade Nine
System - 25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	13.2	12.2	17.6	16.4	14.4
Target	12.1	11.2	16.2	15.1	13.2
Results 1994	12.6	10.7	16.3	14.5	13.5

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Status of DoDDS 1994
Student Achievement Goals: Grade Eleven
System - 25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	15.9	12.8	15.0	16.8	11.4
Target	14.6	11.8	13.8	15.5	10.5
Results 1994	16.4	11.0	12.3	16.4	10.4

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

GOAL 3 STUDENT ACHIEVEMENT AND CITIZENSHIP

IMPLEMENTATION TARGET 3.2
ADVANCED PLACEMENT (AP) COURSES

TARGET 3.2 By the year 2000, all high schools in the Overseas and Stateside Dependents Schools will offer at least two Advanced Placement courses.

AP COURSES OFFERED SY 93–94

SCHOOL	NUMBER OF AP COURSES 89–90	93–94	SCHOOL	NUMBER OF AP COURSES 89–90	93–94
A.T. Mahan	3	3	Vilseck	3	4
AFCENT	5	6	H.H. Arnold	1	5
Alconbury	8	10	Wuerzburg	3	7
Brussels	5	7			
Croughton	3	1	Ankara	0	5
Lakenheath	4	7	Aviano	0	7
London Cent.	6	11	Bahrain	0	2
R.B. Chaffee	1	1	Incirlik	0	6
SHAPE	7	8	Izmir	0	2
Soesterberg	3	5	Lajes	0	1
W. T. Sampson	1	2	Livorno	0	3
			Naples	N/A	14
Ansbach	0	3	Rota	0	8
Augsburg	5	6	Sigonella	0	2
Bad Aibling	0	4	Vicenza	0	6
Bad Kreuznach	3	4			
Bamberg	4	5	Kadena	0	9
Baumholder	0	4	Kubasaki	4	7
Berlin	5	8	M.C. Perry	N/A	5
Bitburg	0	9	Misawa (Edgren)	2	6
Bonn	4	2	Pusan	0	3
Frankfurt	3	13	Sasebo (E.J. King)	0	2
Fulda	1	3	Seoul	3	10
Giessen	1	7	Taegu	0	5
Hanau	0	5	Yokota	1	3
Heidelberg	6	15	Yokosuka (Kinnick)	0	5
Kaiserslautern	7	13	Zama	2	8
Karlsruhe	2	8			
Mannheim	0	4	Balboa	2	6
Nuernberg	3	9	Cristobal	0	12
Patch	3	9			
Ramstein	3	14			

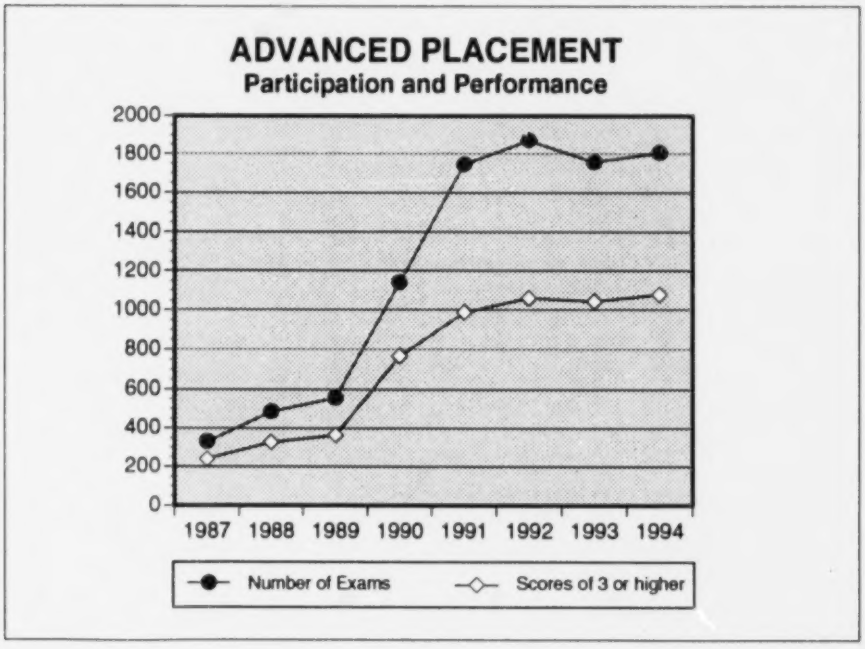
STATEMENT OF PROGRESS

At least one AP course is available in 100 percent of DoDDS high schools; at least two AP courses are available in 97 percent of the high schools. DoDDS has also seen an increase in the number of schools that offer more than five AP courses (14 percent in the baseline year, 50 percent in the 1993–94 school year). To encourage the implementation of additional classes, DoDDS, in cooperation with the College Board, organized training for teachers of AP courses. This program focuses on course management and instructional strategies for AP English, AP foreign languages, AP Literature, AP Calculus AB, AP Computer Science, AP Chemistry, and AP Biology.

In the 1993–94 school year, there was a slight decrease in the number of students taking AP exams. This trend is attributed to the closure of some DoDDS high schools with traditionally high AP enrollments and the decrease in enrollments throughout the European regions. Nonetheless, there was a net increase in the number of AP courses offered DoDDS-wide, an increase in the number of schools offering at least one AP course, and an increase in the number of schools offering more than five courses.

- Schools meeting or exceeding target in the baseline year: 32
- Schools meeting or exceeding target in SY 1991–92: 56
- Schools meeting or exceeding target in SY 1992–93: 55
- Schools meeting or exceeding target in SY 1993–94: 58

- Percent of schools offering at least 2 AP courses in SY 89–90: 49%
- Percent of schools offering at least 2 AP courses in SY 91–92: 86%
- Percent of schools offering at least 2 AP courses in SY 92–93: 83%
- Percent of schools offering at least 2 AP courses in SY 93–94: 97%



GOAL 3 STUDENT ACHIEVEMENT AND CITIZENSHIP

IMPLEMENTATION TARGET 3.3
PERFORMANCE ON AP TESTS

TARGET 3.3 By the year 2000, the number of scores of 3 or higher earned by graduates of the Overseas and Stateside Dependents Schools taking the Advanced Placement Examinations will exceed the national percentage by 5 percent.

DISCUSSION AND DATA The following table provides a summary of advanced placement (AP) demographics for DoDDS students.

	1990	1992	1993	1994
Number of DoDDS Students Taking AP Examinations	869	1,352	1,243	1,229
Number of Examinations Taken by DoDDS Students	1,139	1,869	1,758	1,806
Number of Examinations Taken (by Subject)				
Social Science, History	213	484	476	507
English	424	666	564	584
Art & Music	6	15	22	13
Foreign Language	168	215	233	219
Math & Computer Science	182	257	251	260
Sciences	105	232	212	223
Number of Examinations on Which DoDDS Students Scored 3 or Higher	767	1,061	1,044	1,079
Percent of Scores 3 or Higher	68%	57%	59%	60%
Enrollment Grades 9–12*	26,146	20,790	17,987	16,129
Enrollment Grades 11–12*	10,829	8,767	8,188	6,797

*May enrollment figures

Between the baseline year 1990 and 1994, DoDDS student participation in AP examinations increased by 41 percent (869 to 1,229). The increase nationally over the same period was 28 percent (330,080 to 458,945). The increase in the number of examinations taken by DoDDS students was 59 percent (1,139 to 1,806); the increase nationally was 30 percent (490,299 to 701,108). In 1994, DoDDS students who scored 3 or above on AP examinations numbered 1,079, representing a 41 percent increase over the 1990 baseline year.

There has been a significant increase in DoDDS student participation and the numbers of students scoring 3 or above since 1990. A comparison of 1993 and 1994 figures shows that nationally the overall number of students taking exams decreased slightly while the number of DoDDS students taking exams increased. During the same one-year period DoDDS student enrollment in grades 9–12 decreased by 11.5 percent and enrollment in grades 11 and 12, which have the highest concentration of AP students, decreased by 11.3 percent due to base closures.

The combination of greatly increased AP participation among DoDDS high school students and the draw-down of American forces in Europe has had an impact on the realization of this target. In 1990, 68 percent of DoDDS AP participants scored 3 or above, compared to 66 percent nationally. In 1994, the national figure was 66 percent; the DoDDS figure was 60 percent.

Planned Actions

The Office of Dependents Education organized in-service training for teachers of Advanced Placement (AP) courses, which focused on course management and instructional strategies in the European and Pacific regions. The training workshops were organized and delivered by the College Board Office of Advanced Placement Programs. The training program, which included approximately 50 teachers from the Atlantic, Germany, Mediterranean, and Pacific regions, was conducted at and in cooperation with the University of Heidelberg, Germany. It is expected that with the increase of course offerings by distance education, continued teacher training, and DoDDS emphasis on rigorous course work, the target will be met in the year 2000.

Statement of Progress

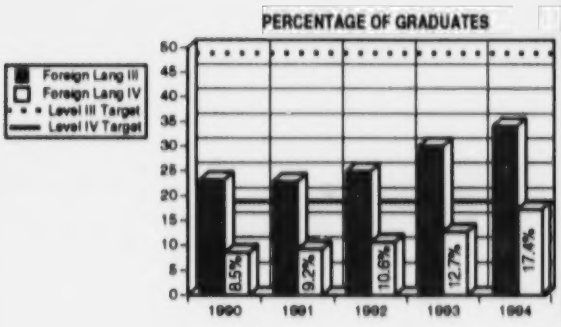
While the percentage for DoDDS test takers scoring 3 or above increased by 1 percent from 1993 to 1994, the target percentage of 5% above national for DoDDS test takers has not been met.

GOAL 3 STUDENT ACHIEVEMENT AND CITIZENSHIP

IMPLEMENTATION TARGET 3.4
FOREIGN LANGUAGE COURSE COMPLETION

TARGET 3.4 By the year 2000, the Overseas Dependents Schools will double the 1990 percentage of high school graduates completing a third- and fourth-year study of a foreign language.

DATA The table and chart below show the numbers and percentages of DoDDS graduates who have completed three or four years of foreign language study.



FOREIGN LANGUAGE COURSE COMPLETION

	1990	1991	1992	1993	1994
Foreign Lang. III	1,171	1,040	1,029	1,037	1,136
Foreign Lang. IV	430	419	439	434	575
Total Graduates	5,055	4,548	4,134	3,413	3,314

ACTION PLAN Plans that will help all schools meet the above target include the following:

- The seven-period day provides increased opportunities for students to continue with levels III and IV of foreign language study.
- As DoDDS continues to increase offerings of sequential foreign language courses in grades 7 and 8, more students will be prepared to enter foreign language levels III and IV at an earlier age in high school.
- Increased advanced placement teacher training and foreign language course offerings with possible college credit will increase the number of foreign language students in levels III and IV.
- Focus on oral proficiency in foreign language instruction should increase student enrollments and interest in levels III and IV of foreign language.
- DoDDS offers immersion programs in the primary grades, in which 50 percent of the instructional time is conducted in the target language. Forty such classrooms are currently in operation covering six languages.

STATEMENT OF PROGRESS The percentage of 1994 graduates completing a third year of a foreign language is higher than it was for graduates in the 1990 baseline year (34.3% vs. 23.2%) and 8.7 percent higher than it was in the 1992–93 school year.

The percentage of students completing a fourth year of foreign language has steadily increased since the baseline year (8.5% in 1990 to 17.4% in 1994).

GOAL 3 STUDENT ACHIEVEMENT AND CITIZENSHIP

IMPLEMENTATION TARGET 3.5
WRITING ASSESSMENT

TARGET 3.5 The Overseas Dependents Schools will develop a systemwide writing assessment program, and by the year 2000 at least 90 percent of overseas dependents' students assessed will meet the criteria for proficiency.

BACKGROUND In April 1994, DoDDS administered the third systemwide writing assessment. Designed to reflect the philosophy of DoDDS Language Arts Standards, the assessment focused on four modes of discourse typically addressed in DoDDS language-arts classrooms: autobiographical incident, observational writing, report of information, and problem solution. The Spring 1993 Assessment focused on grades 5, 8, and 10 systemwide. This is the first year the fifth grade students have been part of the assessment. Consistent with contemporary research and methodology in the teaching of writing, the DoDDS writing assessment was designed as a three-day event to allow for pre-writing, drafting, and writing a final edition. Each student wrote to one of the four prompts at grades 8 and 10, and to one of two prompts at grade 5.

DISCUSSION The data for all discourses are presented below. Since the four discourses are assessed by very different holistic rubrics (criteria), comparison between the prompts is inappropriate.

The scores are presented on a 12-point scale based on combined scores from two readers, each of whom scored on a scale of 1 to 6. The specific criteria for each of the score points for all the rubrics are located in Appendix F. The following is the general description given for the score points in the rubrics:

SCORES	DESCRIPTION
0	Off topic
2	Minimal evidence of achievement
3, 4	Limited evidence of achievement
5, 6	Some evidence of achievement
7, 8	Adequate evidence of achievement
9, 10	Commendable achievement
11, 12	Exceptional achievement

Fifth Grade Results

A. Personal Experience Prompt

The total number of fifth grade students writing to a personal experience prompt in the 1994 assessment was 3,704. *Table 1* shows that most students (70.3 percent) scored in the middle ranges, while 22.2 percent scored in the commendable to exceptional ranges. Only 6.7 percent scored in the minimal or limited ranges.

Table 1: Grade 5, Percent of Students by Score Point

Personal Experience Prompt													
MEDIAN	12	11	10	9	8	7	6	5	4	3	2	NO RESP.	OFF TOPIC
7.3	1.3	1.8	8.1	11.0	24.4	18.0	19.7	8.2	4.5	1.6	0.6	0.5	0.3

B. Persuasive Writing Prompt

Table 2 presents the percent of the total number of fifth grade students at each score point for the persuasive writing prompt. The total number of fifth grade students writing to this prompt was 3,716. The median score was 7.0 with 16.5 percent of students scoring in the commendable to exceptional ranges. Most students scored in the middle range (74.1 percent), while 8.3 percent of students scored in the limited or minimal range.

Table 2: Grade 5, Percent of Students by Score Point

Persuasive Writing Prompt													
MEDIAN	12	11	10	9	8	7	6	5	4	3	2	NO RESP.	OFF TOPIC
7.0	0.6	1.8	4.8	9.3	24.5	18.6	24.0	7.0	5.7	1.3	1.3	0.2	1.2

A. Autobiographical Incident Prompt

The total number of eighth grade students writing an autobiographical incident in the 1994 assessment was 1,307. *Table 3* shows that less than 1 percent of eighth grade students were "off topic." Students scoring in the commendable to exceptional range constituted 19.5 percent. The majority of students (63.2 percent) scored in the range of some to adequate achievement, while 14.9 percent scored in the minimal to limited range.

Table 3: Grade 8, Percent of Students by Score Point

AUTOBIOGRAPHICAL INCIDENT PROMPT													
MEDIAN	12	11	10	9	8	7	6	5	4	3	2	NO RESP.	OFF TOPIC
6.6	1.1	2.1	7.2	9.1	14.9	15.5	21.2	12.0	8.6	2.9	3.4	1.0	0.9

B. Problem Solution Prompt

Table 4 presents the percent of the total number of eighth grade students at each score point for the problem solution prompt. The total number of students writing a problem solution was 1,283. Students scoring in the commendable to exceptional range constituted 21.6 percent. The majority of students (56.5 percent) scored in the range of some to adequate achievement, while 19.1 percent scored in the minimal to limited range of achievement. Students "off topic" constituted 2.5 percent.

Table 4: Grade 8, Percent of Students by Score Point

PROBLEM SOLUTION PROMPT													
MEDIAN	12	11	10	9	8	7	6	5	4	3	2	NO RESP.	OFF TOPIC
6.7	1.6	2.2	8.2	9.6	16.2	14.5	16.4	9.4	9.2	4.6	5.3	0.5	2.5

C. Report of Information Prompt

Table 5 presents the performance of 1,284 students who participated in writing the report of information. Most students (58.4 percent) scored in the mid-range. Students scoring in the upper ranges of commendable to exceptional constituted 24.5 percent, while 15 percent of students writing a report of information scored in the limited or minimal range.

Table 5: Grade 8, Percent of Students by Score Point

REPORT OF INFORMATION PROMPT													
MEDIAN	12	11	10	9	8	7	6	5	4	3	2	NO RESP.	OFF TOPIC
6.9	1.3	1.8	8.3	13.1	15.0	15.5	17.6	10.3	9.4	3.3	2.5	0.9	0.9

D. Observational Writing Prompt

Table 6 depicts the performance for 1,285 eighth grade students on an observational writing. Sixty percent of students scored in the middle ranges. Students scoring in the upper ranges of commendable to exceptional constituted 14.9 percent, while 21.2 percent of students assessed performed in the limited or minimal ranges.

Table 6: Grade 8, Percent of Students by Score Point

Observational Writing Prompt													
MEDIAN	12	11	10	9	8	7	6	5	4	3	2	NO RESP.	OFF TOPIC
6.3	0.6	0.7	4.7	8.9	15.0	14.9	18.7	11.9	11.7	4.7	4.8	1.2	2.2

Tenth Grade Results

A. Autobiographical Incident Prompt

The total number of tenth grade students assessed with this prompt was 998. The median score was 7.2 with over one-fifth of students (24.3 percent) scoring in the commendable to exceptional range. The majority of students (66.2 percent) scored in the middle ranges, and 7.2 percent scored in the limited or minimal ranges. *Table 7* illustrates the results.

Table 7: Grade 10, Percent of Students by Score Point

Autobiographical Prompt													
MEDIAN	12	11	10	9	8	7	6	5	4	3	2	NO RESP.	OFF TOPIC
7.2	1.0	3.0	8.8	11.5	20.4	17.7	18.7	9.4	4.6	1.3	1.3	1.4	0.7

B. Problem Solution Prompt

Table 8 illustrates the achievement levels for the 963 tenth graders who participated in the problem solution prompt. The majority of students (64.9 percent) scored in the middle ranges, while 21.1 percent of students assessed scored in the commendable to exceptional ranges. The median score was 7.1, and only 12.3 percent scored in the minimal or limited ranges.

Table 8: Grade 10, Percent of Students by Score Point

Problem Solution Prompt													
MEDIAN	12	11	10	9	8	7	6	5	4	3	2	NO RESP.	OFF TOPIC
7.1	1.0	1.0	8.6	10.5	21.4	17.2	18.5	7.8	7.4	2.5	2.4	0.6	1.0

C. Report of Information Prompt

The total number of tenth grade students assessed with this prompt was 1,003. The median score was 7.4 with 36.6 percent of students scoring in the commendable to exceptional ranges. Most students scored in the middle ranges, and 11.8 percent scored in the limited or minimal ranges. *Table 9* illustrates the results.

Table 9: Grade 10, Percent of Students by Score Point

Report of Information Prompt													
MEDIAN	12	11	10	9	8	7	6	5	4	3	2	NO RESP.	OFF TOPIC
7.4	2.0	3.8	12.3	11.1	19.9	14.5	13.2	9.2	7.3	2.7	1.8	0.8	1.6

D. Observational Writing Prompt

Tenth grade students assessed in observational writing numbered 975. More than 32 percent of students scored in the commendable to exceptional ranges. Most students (56.8 percent) scored in the middle ranges, while only 7.2 percent scored in the minimal or limited ranges. *Table 10* depicts the percent of students by score point.

Table 10: Grade 10, Percent of Students by Score Point

Observational Writing Prompt													
MEDIAN	12	11	10	9	8	7	6	5	4	3	2	NO RESP.	OFF TOPIC
7.6	1.7	4.0	12.7	14.2	18.8	15.2	14.6	8.2	4.2	1.5	1.5	1.0	2.4

It is important to note that there are no national norms against which to compare these scores. This form of assessment, although widely practiced now in the United States, has focused on local norms. Comparisons can be made only at the same grade level within like prompts.

Statement of Progress

This was the first year for the fifth grade assessment, the second year for tenth grade, and the third year for eighth graders.

Two more prompts were introduced in 1993 for the eighth and tenth grades to bring the total number of prompts to four. No more prompts will be added for these grade levels. DoDDS has established that score point 7 and above are at the proficiency level.

In future years, scores will be reported as a scale score and prompts will be equated so that the reported scale score for a student has the same meaning regardless of which prompt the student experienced. The purpose of the change is to streamline the reporting process and to permit comparison of scores across prompts. It was anticipated that scale score results would be available for this publication; however, the scale scores will be available and reported in April 1995. Since the prompts have not been scaled and equated, all reporting to date has been prompt-specific with no capability of comparing across prompts. The target is being met.

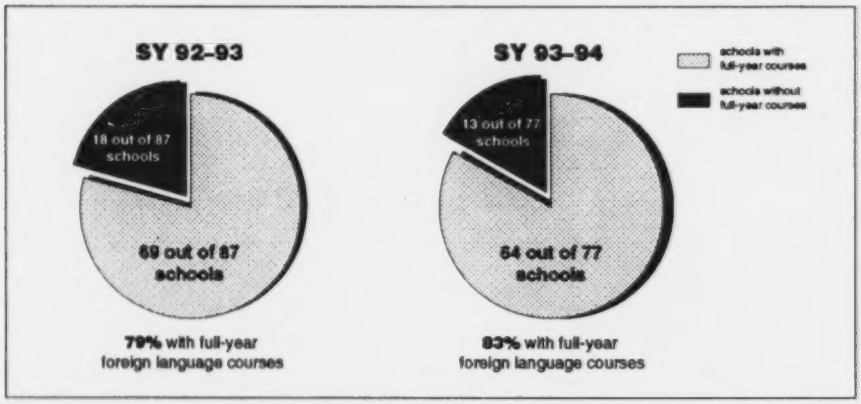
GOAL 3 STUDENT ACHIEVEMENT AND CITIZENSHIP

IMPLEMENTATION TARGET 3.6
7TH AND 8TH GRADE FOREIGN LANGUAGE

TARGET 3.6 By the 1993–94 school year the Overseas Dependents Schools will offer full-year foreign language courses in both seventh and eighth grades, preferably in the language of the foreign nation in which the students live.

DISCUSSION During the 1993–94 school year, 83 percent (64 schools out of 77) of the schools with grades 7 and 8 offered a full year of foreign language study in both grades, an increase of four percent from 1992–93 figures. It must be noted that these figures include all schools with seventh and eighth grades, including elementary schools with very few students at these grade levels. Most of these small elementary schools do offer host nation programs, which include some language instruction. The following charts summarize the increase in the number of schools offering full-year foreign language programs.

In order to facilitate the implementation of this target, ODE provided funds to the regions during the 1993 fiscal year for purchase of supplementary foreign language materials specifically suited to students in grades 7 and 8. The emphasis of second language acquisition continues to be on the host nation's language wherever this is possible.


SY 92-93
18 out of 87 schools
69 out of 87 schools
79% with full-year foreign language courses
SY 93-94
13 out of 77 schools
64 out of 77 schools
83% with full-year foreign language courses
schools with full-year courses
schools without full-year courses

STATEMENT OF PROGRESS There was a 4 percent increase in schools offering full-year foreign language instruction to students in grades 7 and 8 during the 1993–94 school year. ODE and Regional foreign language coordinators will continue to work towards full implementation of this target. Implementation and training with new foreign language materials that focus on oral proficiency will take place during the 1995–96 school year.

GOAL 3 STUDENT ACHIEVEMENT AND CITIZENSHIP

IMPLEMENTATION TARGET 3.7
SAT PARTICIPATION

TARGET 3.7 By the year 2000, the percentage of students taking the SAT from each minority group will equal or exceed the percentage of all DoDDS students taking the SAT.

DISCUSSION The objective of this target is to increase minority participation in the SAT. Not all students take the SAT, but in many schools nationally there tends to be a disproportionately low participation by minority students. DoDDS has sought to ensure that the proportion of its minority students taking the SAT is equal to that of all DoDDS students who take the test.

As the table below shows, during the 1993–94 school year, 66 percent of DoDDS graduates took the SAT. The following example shows how the data relate to the target: In 1994, of the 2,174 DoDDS students who took the SAT, 22 (48%) of the 46 American-Indian/Alaskan-Native DoDDS graduates took the test, as did 316 (67%) of the 472 Asian/Asian-American/Pacific Islander DoDDS graduates. Therefore, the target has been met for the latter group since 67 percent exceeds 66 percent, while the target has not been met in the former case since 48 percent is less than 66 percent.

Similar analysis of the table below indicates that the target has not been met for African-American and Hispanic students. Nonetheless, inferences from the data cannot be made too strictly since students identify their ethnicity voluntarily. The percentage of any of the five groups could be improved by assignment to one of those groups who did not respond (category 7).

DoDDS CLASS OF 1994 SAT DATA

	No. OF 1994 GRADUATES	No. GRADUATES TAKING SAT	PERCENTAGE (BY MINORITY GROUP)
1) American-Indian/ Alaskan-Native:	46	22	48%
2) Asian/Asian-Amer/ Pacific Islander:	472	316	67%
3) Black/ African-American:	540	277	51%
4) Hispanic:	322	169	52%
5) White:	1,816	1,171	64%
6) No Response/ Unknown*:	118	219	N/A
Total	**3,314**	**2,174**	**66%**

* Due to students leaving early, the number of graduates counted in June is less than the number of graduates taking the SAT.

Actions Taken

In support of this target, DoDDS has taken the following steps:

- Developed an academic, credit-bearing SAT preparation course and provided preparation materials for the new SAT;
- Implemented weekend and after-school SAT preparation courses;
- Adopted programs such as Advancement Via Individual Determination (AVID) to assist at-risk students;
- Participated in the College Board Summer Institute for College Admission, which includes intensive instruction in SAT score analysis;
- Provided training to DoDDS counselors on the new SAT program.

Statement of Progress

The target has been met for students in the Asian-American/Pacific Islander category. The percentage of such students (67%) exceeded the percentage of all DoDDS graduates taking the SAT (66%). It is also important to note that the percent of DoDDS students taking the SAT exceeds the corresponding national percentage in each ethnic category except among white students. Among the 2,174 DoDDS students who took the SAT in 1994, 14 percent were Asian-American/Pacific Islanders compared to 8 percent nationally. Fifteen percent of DoDDS African-American students took the exam compared to eleven percent nationally.

GOAL 3 STUDENT ACHIEVEMENT AND CITIZENSHIP

IMPLEMENTATION TARGET 3.8
PERFORMANCE-BASED ASSESSMENT

TARGET 3.8 The Overseas and Stateside Dependents Schools will work closely with the Center of the Study of Evaluation at the University of California at Los Angeles and with other major universities in the development of performance-based assessment procedures, which expand the assessment of student performance and contribute to improving instruction.

LIAISON WITH NATIONAL ASSESSMENT EFFORTS

The DoDDS systemwide writing assessment, described previously under Target 3.5 of this goal, is a performance-based assessment. Similar performance-based assessments are also widely used in school districts across the United States.

In February 1994 DoDDS participated in the Trial State Assessment of the National Assessment of Educational Progress (NAEP). This assessment is performance-based and will provide DoDDS with systemwide results as well as an appropriate comparison among the participating states in reading at the fourth-grade level. The results will be published by NAEP in the spring of 1995.

Teachers, particularly early childhood educators, are employing portfolio assessment at the school-based level. Portfolio assessment is also a form of performance-based assessment employed by many school districts in the United States.

DoDDS is following the progress of a pilot program in the Europe Region that is examining the Secretary of Labor's recommendations based on the Secretary's Commission on Achieving Necessary Skills (SCANS). The region has identified functional competencies, which are integrated with the curriculum. The region is exploring ways to report student competencies using the Student Information Management System (SIMS) program. The reports generated will assist students pursuing employment and/or further education. In addition, the DoDDS Strategic Plan, which will be finalized in the spring of 1995, addresses a broad range of performance indicators to be incorporated in future National Goals Reports.

STATEMENT OF PROGRESS The target is being met.

GOAL 4

SCIENCE AND MATHEMATICS

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Implementation Targets

- Target 4.1: Rigorous Course Enrollment
- Target 4.2: Math and Science Achievement
- Target 4.3: Training in Math Standards

GOAL 4 SCIENCE AND MATHEMATICS

IMPLEMENTATION TARGET 4.1
RIGOROUS COURSE ENROLLMENT

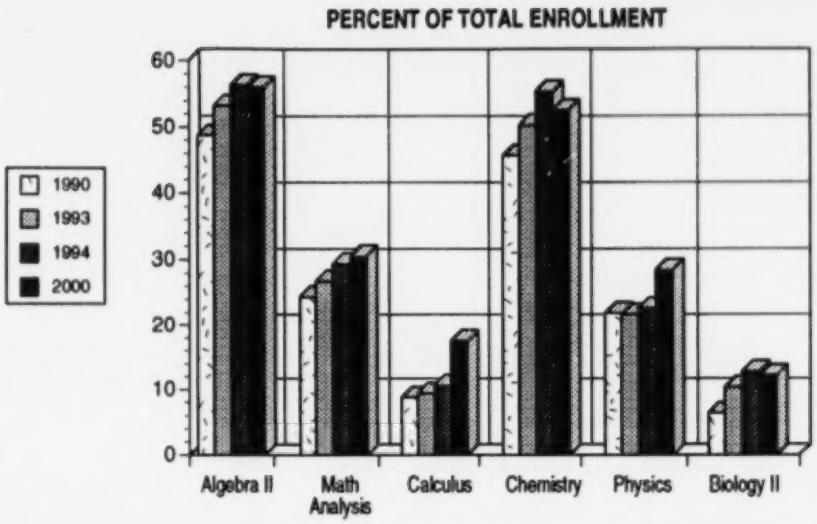
TARGET 4.1 The Overseas and Stateside Dependents Schools will increase enrollments in advanced mathematics and science (e.g., Algebra II, Math Analysis, calculus, chemistry, physics, and Biology II) each year over the enrollment in the 1989–90 school year, with the objectives of increasing the graduates completing Algebra II and chemistry by 15 percent; increasing the graduates completing Math Analysis by 25 percent; increasing the graduates completing physics by 30 percent; and increasing the graduates completing calculus and Biology II by 100 percent.

DISCUSSION DoDDS' goal is to increase student participation in rigorous academic courses. This commitment is reflected in efforts to offer more advanced placement courses and to encourage students to enroll in more foreign language and upper-level mathematics and science classes. Target 4.1 is designed to measure the changes in the percentages of graduates who successfully complete courses from among the six named upper-level mathematics and science courses.

The following table and graph compare the 1994 class enrollments in designated rigorous courses with enrollments in the baseline year, 1990.

COURSE	1990	1992	1993	1994	YR 2000 TARGET*
Algebra II	48.7%	51.3%	53.2%	56.1%	56.0% (+15%)
Math Analysis	24.4%	25.7%	26.8%	29.8%	30.5% (+25%)
Calculus	8.8%	8.95%	9.4%	10.7%	17.6% (+100%)
Chemistry	45.7%	47.5%	50.3%	55.8%	52.6% (+15%)
Physics	21.9%	21.5%	21.7%	22.3%	28.5% (+30%)
Biology II	6.4%	7.5%	10.4%	13.9%	12.8% (+100%)
Total Graduates	5,055	4,134	3,413	3,314	N/A

* *Target enrollment for the year 2000 and the (percent) increase over the base year.*



ACTIONS TAKEN

- In the 1993–94 school year, all ninth grade students took an algebra course. Courses such as general math and consumer math have been removed from the curriculum. Enrollments in upper-level mathematics classes are expected to increase as more students successfully complete a first course in algebra.
- Increased counseling of students is reinforced by visits by representatives of American Higher Education, whose presentations encourage students to enroll in strong academic programs.
- Seven periods of instruction are now available to all DoDDS high school students to allow greater opportunity for enrollment in rigorous courses.
- Distance Education via telecommunications is being expanded to give students increased access to rigorous courses in science and mathematics.
- The DoDDS Advancement Via Individual Determination (AVID) program is expanding throughout the school system. This program is expected to produce increased enrollment in upper-level science and mathematics classes, since its focus is on those students who ordinarily would not have enrolled in college preparatory classes (see Chapter 3).
- Starting with the graduating class of 1997, graduation requirements will increase from 20 credits to 22 credits. One of the additional credits must be earned in mathematics or science.
- Science labs based on microcomputer technology are being planned. Use of this technology will help decrease the lab time spent collecting and recording data and will increase the time spent developing higher-level analysis skills.

STATEMENT OF PROGRESS

Steady movement toward the targets is seen in each course. Enrollment in physics has had a slower growth rate than other rigorous courses; however, progress is indicated. The enrollment of students in physics courses requires ongoing encouragement. Calculus enrollments have risen slightly in 1994, up 1.9% from the baseline year.

GOAL 4 SCIENCE AND MATHEMATICS

IMPLEMENTATION TARGET 4.2
MATH AND SCIENCE ACHIEVEMENT

TARGET 4.2 By the year 2000, the percentage of students in the Overseas and Stateside Dependents Schools scoring at or above the 1990 national 76th percentile on the math and science sections of a standardized test will be increased by 10 percent.

By the year 2000, the percentage of students in the Overseas and Stateside Dependents Schools scoring between the 51st and 75th percentiles, inclusive, on the math and science sections of a standardized achievement test will be increased by 10 percent.

By the year 2000, the percentage of students in the Overseas and Stateside Dependents Schools scoring at or below the 1990 national 25th percentile on the math and science sections of a standardized achievement test will be reduced by 20 percent.

BACKGROUND DoDDS has established baseline and interim targets in mathematics and science for three achievement levels: students scoring at or above the 76th percentile; students scoring between the 51st and 75th percentile, inclusive; and students scoring at or below the 25th percentile. The percentage of students scoring at each level is being monitored for math and science in grades 3, 5, 7, 9, and 11.

COMPARISON OF 1990 AND 1994 TEST RESULTS The targets are expressed in terms of the percentages of DoDDS students who fall into the quartiles established nationally for the Comprehensive Tests of Basic Skills (CTBS). If DoDDS students matched the CTBS national quartile limits exactly, 25 percent of their scores would occur in each of the bottom three quartiles and 24 percent of their scores would occur in the top quartile. The tendency is for much higher percentages of DoDDS students to be above the national score limits of the two higher quartiles. Generally, well below 25 percent of DoDDS students score in the bottom quartile.

The percentages of DoDDS students scoring in the top quartile in both mathematics and science in all of the five monitored grade levels, except ninth grade math, exceeded the interim targets established for 1994. Of the 30 targets monitored for math and science, DoDDS students met or exceeded 77% of the targets.

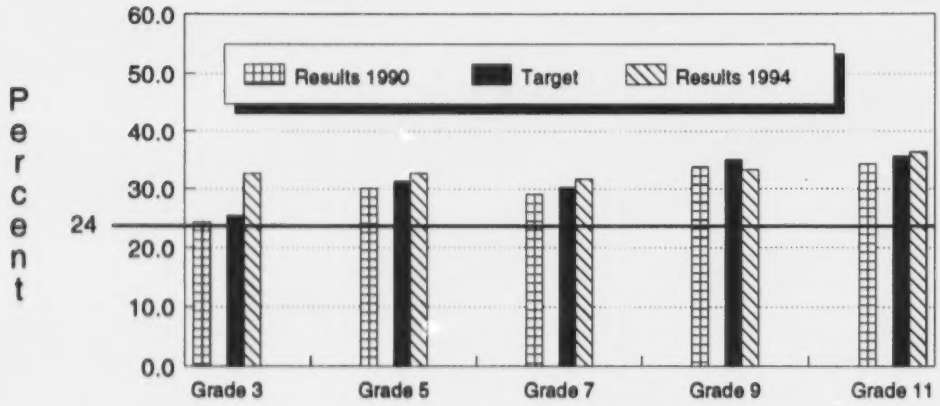
Graphic Presentation The following pages contain graphs that depict the status of student achievement as compared to DoDDS interim targets for 1994 and student achievement in the 1990 baseline year. The three quartiles DoDDS is monitoring are presented for mathematics and science for the system. Regional results are depicted in Appendix G.

Statement of Progress In 1994, DoDDS students' scores on achievement tests in mathematics and science were significantly better than in 1990. Seventy-seven percent of the targets for math and science were met or exceeded.

Overview of Success in Meeting Interim Targets

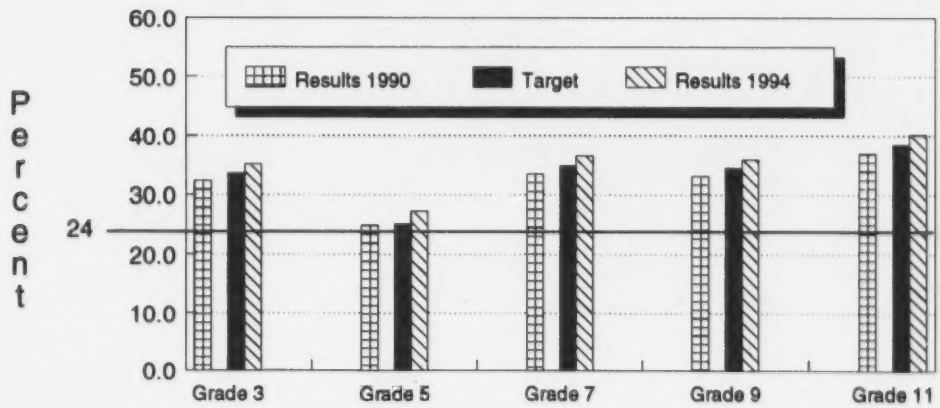
	Above 75 percentile	Between 50 & 75 percentile	Below 25 percentile
Grade 3			
Mathematics	met	met	met
Science	met	not met	met
Grade 5			
Mathematics	met	met	met
Science	met	met	met
Grade 7			
Mathematics	met	not met	met
Science	met	met	met
Grade 9			
Mathematics	not met	met	not met
Science	met	not met	met
Grade 11			
Mathematics	met	met	met
Science	met	not met	not met
Summary	9 met	6 met	8 met
77% met	1 not met	4 not met	2 not met

Status of DoDDS 1994
Student Achievement Goals: Mathematics
System - 76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Results 1990	24.3	30.0	29.0	33.7	34.2
Target	25.3	31.2	30.2	35.0	35.6
Results 1994	32.6	32.6	31.6	33.3	36.3

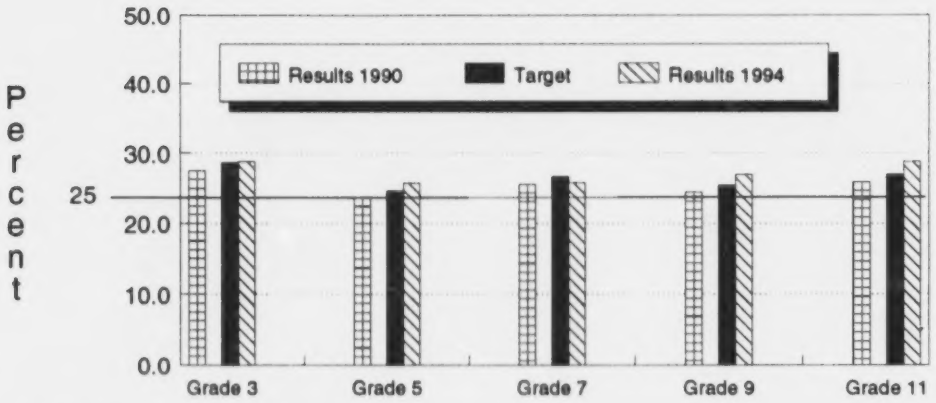
Status of DoDDS 1994
Student Achievement Goals: Science
System - 76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Results 1990	32.3	24.8	33.5	33.1	36.9
Target	33.6	25.0	34.8	34.4	38.4
Results 1994	35.1	27.2	36.6	35.9	40.1

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

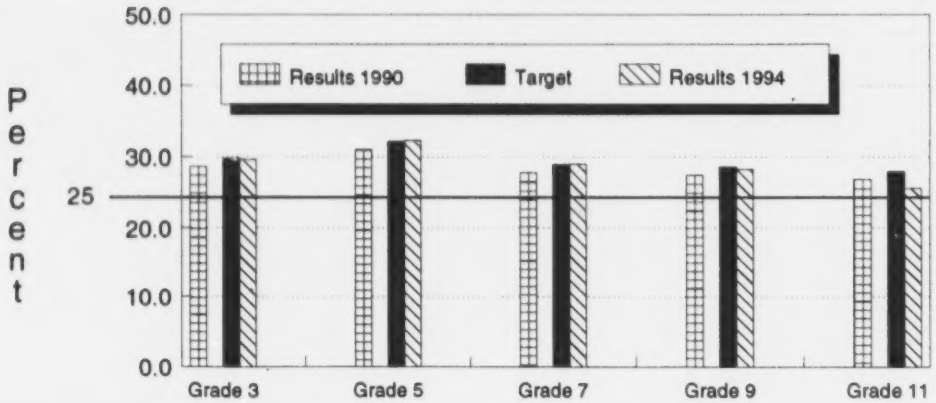
Status of DoDDS 1994
Student Achievement Goals: Mathematics
System - 51-75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Results 1990	27.5	23.7	25.6	24.4	25.9
Target	28.6	24.6	26.6	25.4	26.9
Results 1994	28.8	25.7	25.8	26.9	28.8

23

Status of DoDDS 1994
Student Achievement Goals: Science
System - 51-75th Percentile

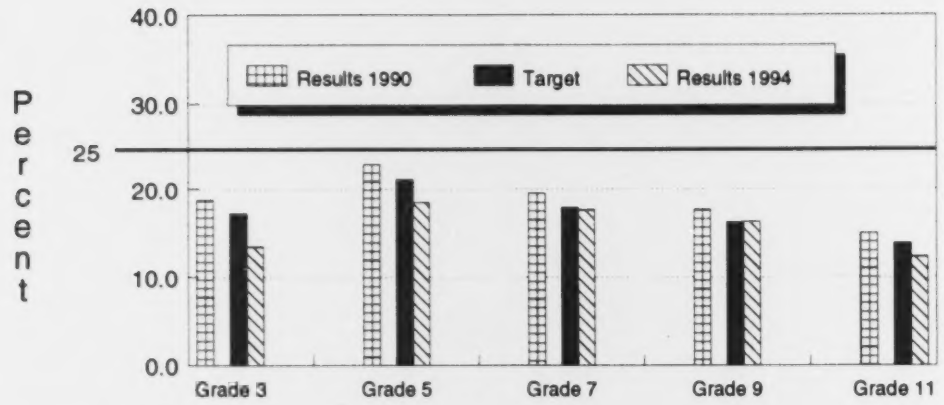


	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Results 1990	28.6	30.9	27.7	27.4	26.8
Target	29.7	32.1	28.8	28.5	27.9
Results 1994	29.6	32.2	28.9	28.2	25.6

24

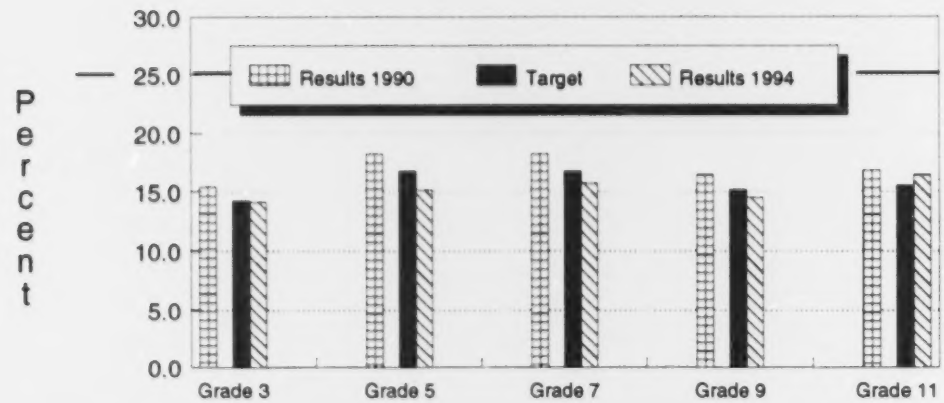
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Statuus of DoDDS 1994
Student Achievement Goals: Mathematics
System - 25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Results 1990	18.7	22.9	19.5	17.6	15.0
Target	17.2	21.1	17.9	16.2	13.8
Results 1994	13.4	18.5	17.6	16.3	12.3

Status of DoDDS 1994
Student Achievement Goals: Science
System - 25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Results 1990	15.4	18.2	18.2	16.4	16.8
Target	14.2	16.7	16.7	15.1	15.5
Results 1994	14.1	15.1	15.7	14.5	16.4

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

GOAL 4 SCIENCE AND MATHEMATICS

IMPLEMENTATION TARGET 4.3
TRAINING IN MATH STANDARDS

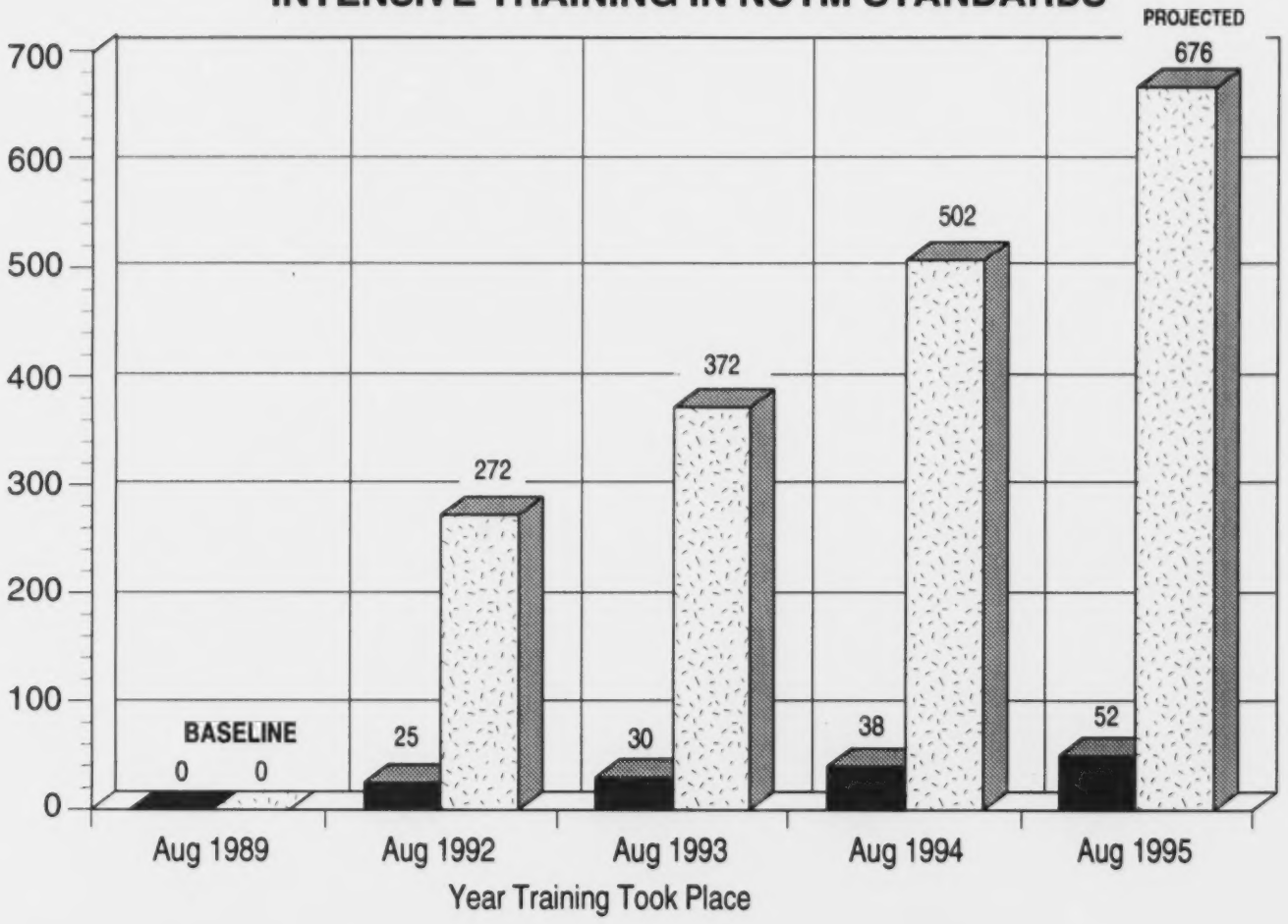
TARGET 4.3 By 1995 the Overseas Dependents Schools will provide introductory training for 2,500 teachers and 400 administrators and intensive training for 400 teachers and 50 administrators in the following areas: curriculum standards, evaluation standards, and professional standards for teaching mathematics (K–12) as proposed by the National Council of Teachers of Mathematics (NCTM).

DISCUSSION Introductory training for 2,000 teachers and 250 administrators has been completed. Intensive training for 502 teachers and 38 administrators has also been completed. An additional 174 teachers and 14 administrators will receive intensive training in the summer of 1995. The graph on the next page depicts the intensive training provided to DoDDS educators in one-week long summer workshops since the baseline year and the training projected through 1995. Introductory training is not depicted because such training has been provided less formally.

Training includes the following elements: The NCTM Curriculum, Evaluation, and Professional Teaching Standards for School Mathematics; specific DoDDS mathematics curriculum guidelines; the evaluation of student achievement in mathematics; the use of interdisciplinary instruction in mathematics; access to calculators for all students at all grade levels at all times; the use of appropriate manipulative materials to introduce or expand concepts; and the use of small group instruction. Specific DoDDS standards emphasize problem-solving, reasoning, communicating, and making connections.

STATEMENT OF PROGRESS DoDDS met its target for intensive training of teachers for 1994. Thirty-eight of the projected forty administrators scheduled for intensive training completed the training. By August of 1995 all teachers of mathematics and all administrators will have completed the planned intensive training.

NUMBER OF DoDDS EDUCATORS RECEIVING INTENSIVE TRAINING IN NCTM STANDARDS



Original Target for 1995:
400 Teachers, 50 Administrators
Expected Training Achieved by 1995:
676 Teachers, 52 Administrators

GOAL 5

ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

IMPLEMENTATION TARGETS

- Target 5.2: College Preparation Standard
- Target 5.3: Alternative Certification
- Target 5.4: Adult Literacy Test

GOAL 5 ADULT LITERACY AND LIFELONG LEARNING

IMPLEMENTATION TARGET 5.2
COLLEGE PREPARATION STANDARD

TARGET 5.2 By the year 2000, the Overseas and Stateside Dependents Schools will seek to increase, by 20 percent, the percentage of graduates who are qualified to enter college.

METHODOLOGY Measuring the changes in the percentages of graduates who are qualified to enter college required three steps: First, define the requirements for being qualified to enter college. Second, review the transcripts of a given year's graduates to determine how many graduates met the requirements. Third, compute a baseline against which to measure subsequent years' results.

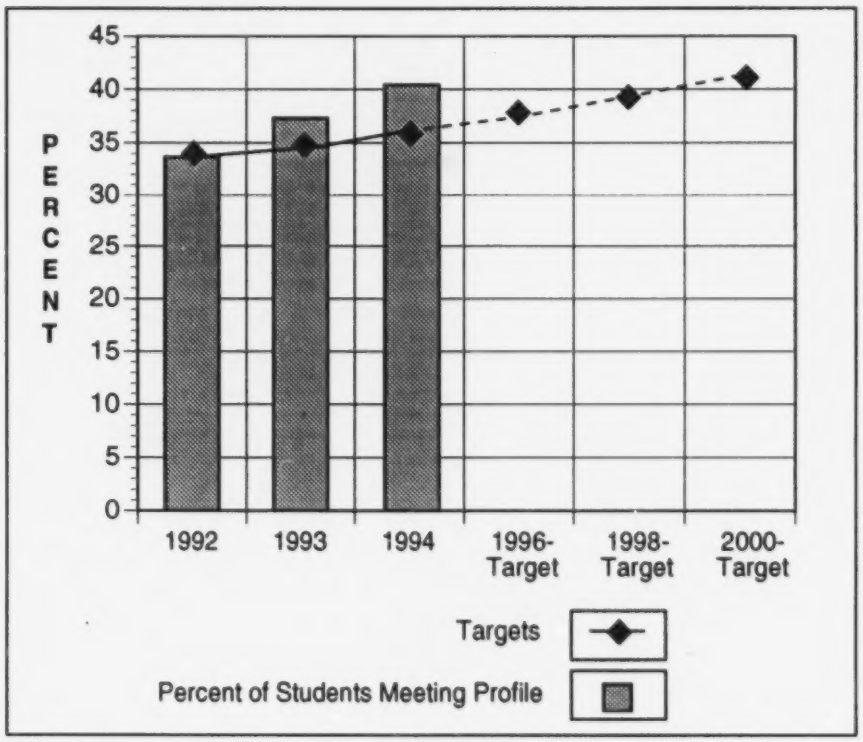
DoDDS-RECOMMENDED FOUR-YEAR COLLEGE AND UNIVERSITY PREPARATION STANDARD

After reviewing entrance requirements for 4-year colleges and universities and finding no universal set of criteria either nationally or within a given state, DoDDS used a consensus of such requirements to establish its own standard for preparing students for higher education. To keep the transcript evaluation process manageable, attention was focused on just 15 credits in six key subject categories. However, allowed courses were carefully selected for their rigor or comparability with courses generally required or recommended by colleges and universities for admission. The DoDDS-Recommended Four-Year College and University Preparation Standard is as follows:

- 4 credits in English/language arts
- 3 credits in history/social studies
- 3 credits in mathematics
- 2 credits in science
- 2 credits in the same foreign language
- 1 credit in aesthetics, visual or performing arts

DISCUSSION In the 1991–92 baseline year for this target, 33.7 percent of the transcripts reviewed showed courses that matched the list of selected courses within the category parameters. To achieve the goal implicit in this target, 40.4 percent of DoDDS graduates must meet the standard described in the preceding paragraph by the year 2000. Interim targets increase the percentage of graduating seniors meeting the college profile criteria by 0.8 percent each year through the year 2000. The percentage of 1993–94 graduates meeting the profile was 40.9 percent. The following table and graph summarize DoDDS' progress toward meeting this target.

Year	Number of Graduates	Percent of Graduates Meeting Profile	
		Interim Target	Achieved
Baseline Yr. 1992	4,134	–	33.7%
1993	3,413	34.5%	37.3%
1994	3,314	35.4%	40.9%
2000 Goal	–	40.4%	–



Statement of Progress

A review of the 3,314 transcripts of DoDDS graduates in the 1993–94 school year revealed that 1,354 transcripts (40.9%) showed courses that could be matched to the list of selected courses within the category parameters. This is a 3.6 percent increase — the same as last year. This figure exceeds not only the 1994 target, but also the year 2000 target set in 1992.

GOAL 5 ADULT LITERACY AND LIFELONG LEARNING

IMPLEMENTATION TARGET 5.3
ALTERNATIVE CERTIFICATION

TARGET 5.3 Beginning with the 1992–93 school year, the Overseas and Stateside Dependents Schools will begin accepting applications from teachers certified through a state-approved alternative certification program. This will provide former military personnel with career opportunities and take advantage of the highly specialized skills possessed by individuals leaving the military service.

GENERAL This target has been met. DoDDS accepts employment applications from teachers who have been certified through a state alternative-certification process. The DoDDS application contains a space in which teachers can identify themselves as alternatively certified.

ACTION PLAN DoDDS publicizes that it accepts applications from teachers who meet alternative certification requirements. It also closely monitors and assesses applications indicating certification through an alternative certification program. DoDDS will redesign its supplemental application form for publication in the 1994–95 school year recruitment brochure.

STATEMENT OF PROGRESS Applicants claiming alternative certification receive consideration for selection to teaching positions in DoDDS.

GOAL 5 ADULT LITERACY AND LIFELONG LEARNING

IMPLEMENTATION TARGET 5.4
ADULT LITERACY TEST

TARGET 5.4 The Department of Defense is assisting the Office of Personnel Management in developing and field testing an Adult Literacy Test to be used in the Federal work force to permit comparison of government employees with a national sample of adults.

DISCUSSION The Department of Defense has assisted the Office of Personnel Management (OPM) in developing and field testing an Adult Literacy Test to be used in the Federal work force to permit comparison of the scores of government employees with those of a national sample of adults.

During the fall of 1991, the Department of Defense cooperated with the OPM in item development for its Workplace Basic Skills Test. This was a new test intended to assess the literacy level of the Federal work force as compared to that of national norms and to serve as part of a program for needs assessment and training. The test was modeled after the National Adult Literacy Survey (NALS) developed by the Department of Education. NALS is administered on an individual basis and is not suitable for OPM's purposes.

At selected Army, Navy, Air Force, and Marine Corps sites, a total of approximately 2,500 military personnel took a test of 66 items from a pool of 198 items. As a result, OPM has sufficient data to assemble a test that will be given to civilian Federal employees in two other agencies.

During the fall of 1992, DoD coordinated OPM's testing of about 100 military enlisted personnel at six U.S. locations. Service members of the Army, Navy, Air Force, and Marine Corps participated in the testing program. In January 1993, DoD assisted OPM by coordinating the testing of an additional 150 military personnel.

STATEMENT OF PROGRESS The target has been met.

GOAL 6

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Implementation Targets

- Target 6.1: Drug Abuse Resistance Education
- Target 6.2: School Discipline

GOAL 6 SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

IMPLEMENTATION TARGET 6.1
DRUG ABUSE RESISTANCE EDUCATION

TARGET 6.1 By 1995, the Overseas Dependents Schools will have established the Drug Abuse Resistance Education (DARE) program in every middle school to complement current programs offered in the elementary schools.

GENERAL Forty military police officer-instructors were certified to teach in the DARE middle school program for the 1993–94 school year in the European and the Pacific regions. DoDDS has requested assignment of these certified DARE instructors to support this initiative at the sites shown on the list in this section.

PERCENT OF SCHOOLS PROJECTED FOR THE 7TH OR 8TH GRADE DARE PROGRAM			
REGION	**SY 89–90**	**SY 92–93**	**SY 93–94**
Atlantic	0%	28%	45%
Germany	19%	77%	94%
Mediterranean	0%	65%	65%
Pacific	0%	100%	63%
Panama	0%	0%	0%
TOTAL	9%	66%	75%

ACTION PLAN Future plans are to continue to support the DARE Elementary School Program and to continue to deliver the DARE Middle School Program as permitted by military police availability. Training of military police officers will continue.

STATEMENT OF PURPOSE Seventy-five percent of DoDDS schools with seventh and eighth grades offered the DARE Middle School Program during the 1993–94 school year compared to 9 percent in the 1989–90 school year. This progress is attributed to the mutual support of DoDDS administrators and teachers and each of the major commands overseas. This cooperative effort between agencies has made a significant difference in the quality of life in military communities overseas.

Department of Defense Dependents Schools
DARE Middle School Program
School Year 1993–94

School/No. of Classes	School/No. of Classes	School/No. of Classes
DoDDS Germany	Landstuhl 3	E.J. King 1
Ansbach 2	Mannheim 7	Kinnick 6
Aschaffenburg 1	Nuernberg 6	M.C. Perry 2
Augsburg 3	Pirmasens 2	Zama 5
Bad Aibling 1	Ramstein 8	Kadena 10
Bad Kreuznach 2	Stuttgart 1	Lester 12
Bamberg 2	Schweinfurt 2	
Baumholder 4	Sembach 3	**DoDDS Mediterranean**
Bitburg 4	Spangdahlem 3	Ankara 1
Bonn 1	Vilseck 3	Aviano 2
Crailsheim 1	Wiesbaden 8	Brindisi 2
Darmstadt 2	Wildflecken 3	Incirlik 2
Frankfurt 6	Wuerzberg 7	Iraklion 1
Fulda 2		Izmir 2
Giessen 3	**DoDDS Atlantic**	La Madellena 1
Hahn 2	AFCENT 2	Lajes 2
Hanau 2	Brussels 2	Livorno 1
Heidelberg 1	London Central 4	Naples 4
Hohenfels 1	SHAPE 2	Sigonella 3
Illesheim 1	Soesterberg 3	Vicenza 3
Kaiserslautern 6		Rota 4
Karlsruhe 2	**DoDDS Pacific**	
	Edgren 6	

GOAL 6 SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

IMPLEMENTATION TARGET 6.2
SCHOOL DISCIPLINE

TARGET 6.2 Beginning in the 1991–92 school year, DoDDS will closely monitor school disciplinary actions and increase its cooperation with local family support centers to provide intensive support for flagrant offenders.

DISCUSSION DoDDS' policy is that discipline is not punishment, but rather an ongoing process of learning self-control. In developing and enforcing the discipline policy, the school principal follows procedures generally found in U.S. schools, i.e., establishing clear expectations, providing counseling, and observing students' due-process rights. Principals also have the option of including community resources, such as the school's officer, community commander, and family resource centers in the disciplinary process.

In 1992, DoDDS implemented procedures to improve the reporting and tracking of disciplinary actions in its schools. Using the Student Information Management System (SIMS), DoDDS is able to track the frequency of student disciplinary infractions and consequent actions in each case. Although DoDDS reported the results of this data collection in its 1993 report, it was not complete. Thirty-one schools either did not report, or the data were corrupted in extraction or transmission. This year all schools with grades 7 or above reported data, and all transmissions were accomplished without corruption of data. For this reason, 1994 data will become the baseline figures for monitoring school discipline.

DoDDS SY 1993–94 DISCIPLINARY SUMMARY The following is a summary of actions that may be taken in extreme disciplinary cases:

	SUSPENSION	SUSPENSION	EXPULSION
AUTHORITY	Principal	Formal Hearing	Regional Director
DURATION	1–9 Days	More than 10 Days	Semester/Year

The following tables summarize expulsion and suspension data for grades 7–12 for the 1993–94 school year.

EXPULSIONS	
Total	8
Total 7–12 Enrollment	28,252

SUSPENSIONS	
4-or-5 Day	387
3 Days	672
1-or-2 Day	3,848
Total Suspensions	4,907
Total 7–12 Enrollment	28,252

ACTION PLAN

1) The Director, DoDDS, has requested that each regional director review suspension and expulsion records to determine the reasons for each action and to ensure that there is equity in response to infractions.

2) In 1997 DoDDS will develop a trend analysis for 1994 through 1996 to determine what suspension rates are for various groups, for each school, and systemwide trends.

CHAPTER 3

DoDDS PROGRAMS AND INITIATIVES

DoDDS PROGRAMS AND INITIATIVES

Introduction

DoDDS has implemented a number of programs and initiatives that support achievement of the National Education Goals and the DoDDS Implementation Targets. Some of the programs speak quite specifically to one of the targets (e.g., Sure Start) while others address achievement of the goals and targets more broadly (e.g., the Study of Teaching). The following is a brief description of some of the most notable programs and initiatives focused on student achievement.

Advancement Via Individual Determination (AVID)

The Advancement Via Individual Determination (AVID) program has been implemented in 35 secondary schools in the Atlantic, Germany, and Pacific regions. More than 600 students were enrolled in AVID during the 1993–94 school year.

AVID is a voluntary intervention program, which provides the skills, tutorial support, and encouragement necessary for average-achieving, under-represented secondary students to succeed in the more rigorous courses required for college entrance. The program includes the following components:

- Students attend seminars in note taking, study skills, test taking, effective reading strategies, and library research skills.
- Students receive tutorial assistance in their rigorous courses three times a week.
- Parents attend quarterly meetings and workshops.
- Teachers receive staff development to support program implementation and methodology.

The AVID objectives that have a direct impact on the National Education Goals are as follows:

- AVID students enroll in foreign language courses in preparation for college entrance.
- AVID students enrolled in the rigorous courses must maintain a passing grade.
- AVID students' goal is entry into a four-year college.
- All AVID students are enrolled in rigorous math and science courses.
- All AVID students participate in the SAT testing.

Cooperative Integrated Reading and Composition (CIRC)

CIRC is a curriculum-specific (reading) cooperative learning model developed at Johns Hopkins University in which mixed-ability students work together in groups of four or five to master material initially presented by the teacher. Students discuss, debate, disagree, and learn from one another. In follow-up work, students display improved reading comprehension and writing skills. During the 1991–92 school year, DoDDS Pacific successfully piloted the CIRC program written specifically for the DoDDS basal reading program. During the summers of 1992, 1993, and 1994 approximately 300 teachers from all its regions were trained by Johns Hopkins University staff in DoDDS-sponsored workshops. DoDDS plans to continue training for teachers.

Reading Recovery

Reading Recovery is a highly successful intervention strategy that targets the lowest-achieving children in first grade reading. The program originated in New Zealand and is recognized as one of the most successful intervention programs available. For 12 to 14 weeks, identified children are provided with intensive one-on-one tutoring for 30 minutes each day in addition to regular classroom reading instruction. It is anticipated that more than 80 percent of the students enrolled in this program will increase their reading level to grade-level average or above upon completion of the program. DoDDS now has five Reading Recovery Training Sites, where 60 teachers (12 at each site) will be trained to become Reading Recovery Teachers. Forty-four DoDDS teachers received Reading Recovery training during the 1993–94 school year, and sixty teachers will receive training during the 1994–95 school year.

Distance Learning

The DoDDS Electronic School offers distance education courses when a local school does not offer the course or when a student has a schedule conflict. Distance education is growing in DoDDS as a result of the draw-down overseas. DoDDS has fewer large high schools and the smaller high schools do not have enough teachers to offer all courses every semester. Course offerings include Pascal/telecommunications, AP Computer Science A, AP Calculus AB, AP German, scientific research, and AP Physics B.

Other distributed learning activities using telecommunications technologies include the following: SimCity Collaborative Project, a collaboration which allows DoDDS middle school students and students in the United States to design a simulated city together; The Berlin Wall, a worldwide collaborative effort that provides discussion of the world since the fall of the Iron Curtain; Partners in Learning, an electronic mail medium that allows French, German and American students to collaborate on projects; Community Learning Project, a pilot at Patch High School in which parents are given access to electronic mail at the school in order to increase communications; National Geographic Kids Network, an elementary school program in which students share information about life in their community, the

continued on next page

environment, and school; Interactive Communication and Simulations, a computer conferencing-based simulation program allowing middle and high school students to work together in discussion groups concerned with topics such as the Arab-Israeli Conflict, International Poetry Guild, French Poetry Guild, and World Forum.

Families and Schools Together (FAST)

FAST is a program that provides parents with an opportunity to gain the knowledge and skills necessary to facilitate their children's learning in the home. Parents learn how to help their children develop study skills and establish learning rituals at home. They learn to motivate their children, teaching them to value learning as an integral part of their daily lives. They also learn how to help other parents assist and foster student learning in their own homes. The program was piloted in the spring of 1991 at Kadena Air Base, Okinawa, Japan. Since then, more than 3,000 parents have participated in FAST.

Individuals with Disabilities Education Act (IDEA)

In the 1990 amendments to IDEA, special education and related services were expanded for children with disabilities. IDEA mandated services for infants and toddlers and required transitional support for secondary youth. The amendment instituted changes in terminology, dropping the term "handicapped" and substituting "children with disabilities." Two new disability categories — traumatic brain injury and autism — were added to the law's list of disabilities. Assistive technology, rehabilitation counseling, and transition services were also defined within IDEA.

The DoD mandate to provide free appropriate public education for all preschool children with disabilities between the ages of three and five was fully implemented in the 1993–94 school year. Early intervention services for infants and toddlers with disabilities and their families are slated for implementation during the 1995–96 academic year by the Department of Defense Medically Related Services (MRS). In addition, DoDDS has implemented the school-to-post-secondary-life planning and preparation component of IDEA.

The Study of Teaching (TST)

Since 1989, the DoDDS staff development program has strived to promote the study of teaching as an integral part of the culture of every school. Educators throughout the DoDDS system have enthusiastically enrolled in The Study of Teaching courses: Understanding Teaching, Expectations and Observing, and Analyzing Teaching (the administrator course). DoDDS has 30 certified trainers who have trained more than 6,000 teachers and 500 administrators.

An important outgrowth of The Study of Teaching has been the implementation of study groups and peer observations. These activities will continue to be a critical component of the DoDDS staff development program as they provide opportunities for teachers and administrators to share and experiment with the instructional strategies needed to ensure implementation and increase student achievement. Currently, over 95 percent of the DoDDS schools have building-based facilitators supporting and monitoring ongoing study groups.

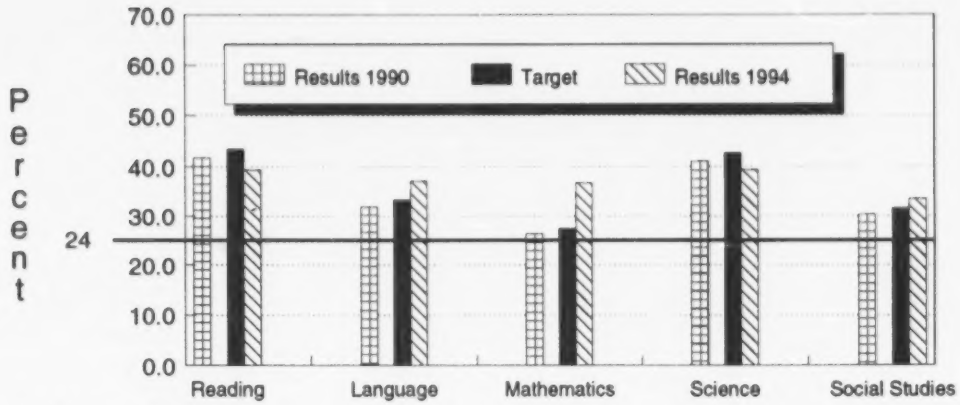
APPENDICES

- Appendix A: DoDDS-A Target 3.1 Results
- Appendix B: DoDDS-G Target 3.1 Results
- Appendix C: DoDDS-M Target 3.1 Results
- Appendix D: DoDDS-PACIFIC Target 3.1 Results
- Appendix E: DoDDS-PANAMA/ISLANDS AREA Target 3.1 Results
- Appendix F: Writing Assessment Rubrics
- Appendix G: Target 4.2 Results by Region

APPENDIX A

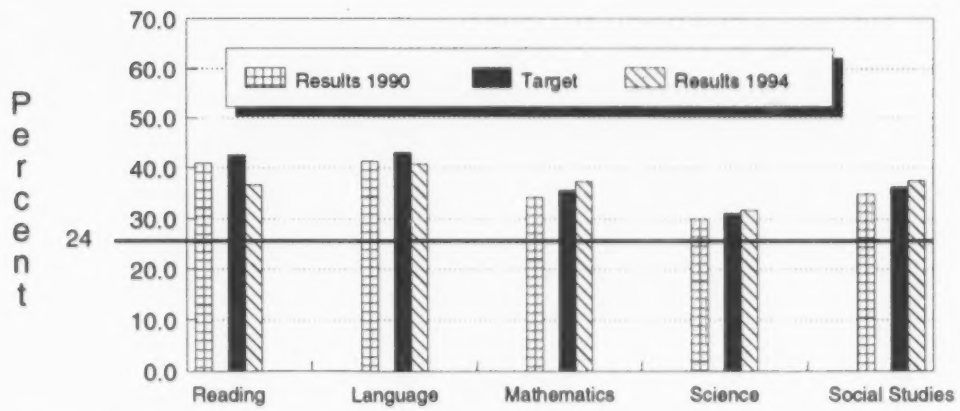
DoDDS-A TARGET 3.1 RESULTS

Student Achievement Goals: Grade Three
Atlantic Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	41.7	31.9	26.3	41.0	30.3
Target	43.4	33.2	27.4	42.6	31.5
Results 1994	39.3	37.1	36.7	39.3	33.5

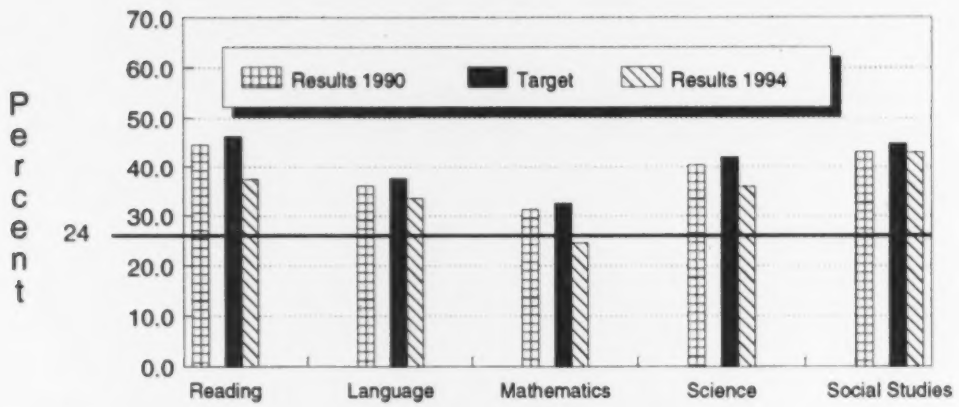
Student Achievement Goals: Grade Five
Atlantic Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	40.9	41.3	34.1	29.8	34.8
Target	42.5	43.0	35.5	31.0	36.2
Results 1994	36.6	40.7	37.3	31.6	37.4

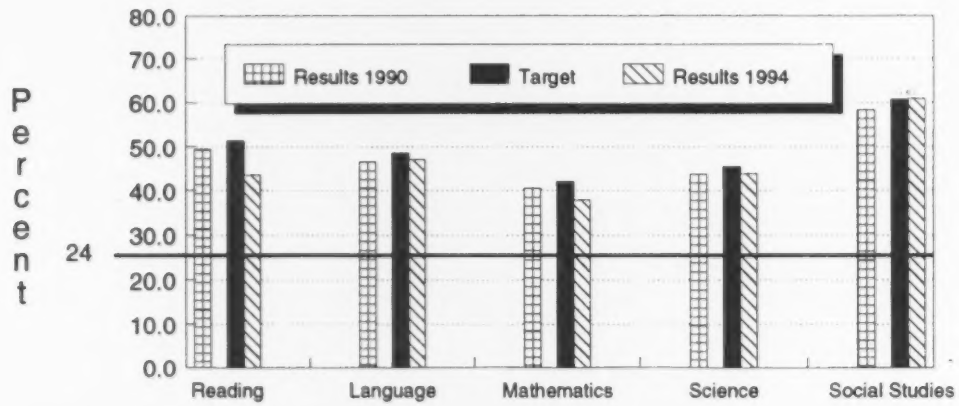
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Atlantic Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	44.5	36.1	31.2	40.4	43.1
Target	46.3	37.5	32.4	42.0	44.8
Results 1994	37.4	33.5	24.5	36.0	43.0

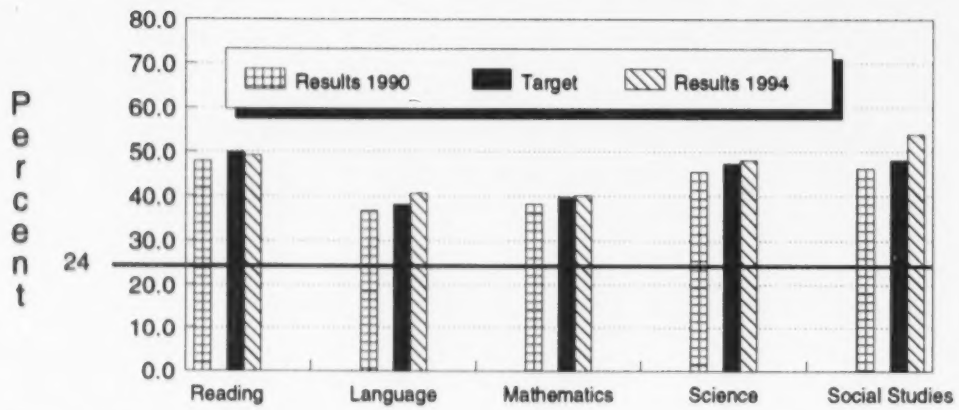
Student Achievement Goals: Grade Nine
Atlantic Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	49.3	46.5	40.4	43.7	58.3
Target	51.3	48.4	42.0	45.4	60.6
Results 1994	43.5	47.0	37.8	43.8	60.9

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

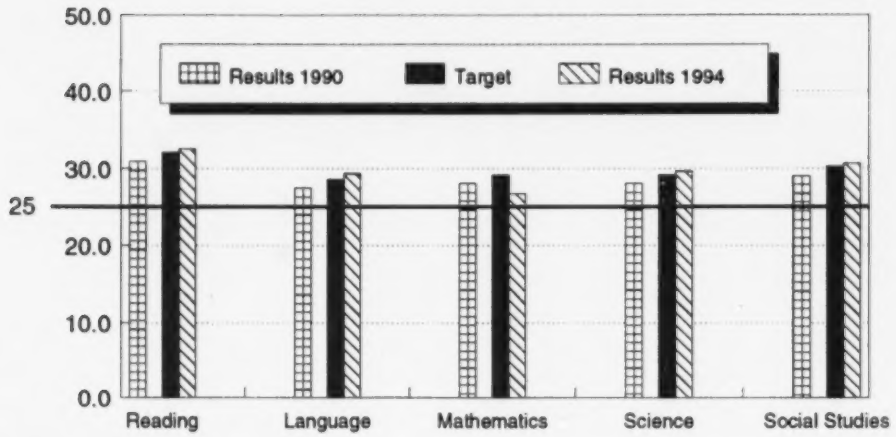
Student Achievement Goals: Grade Eleven
Atlantic Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	47.8	36.5	38.1	45.4	46.1
Target	49.7	38.0	39.6	47.2	47.9
Results 1994	49.1	40.6	40.0	47.9	53.9

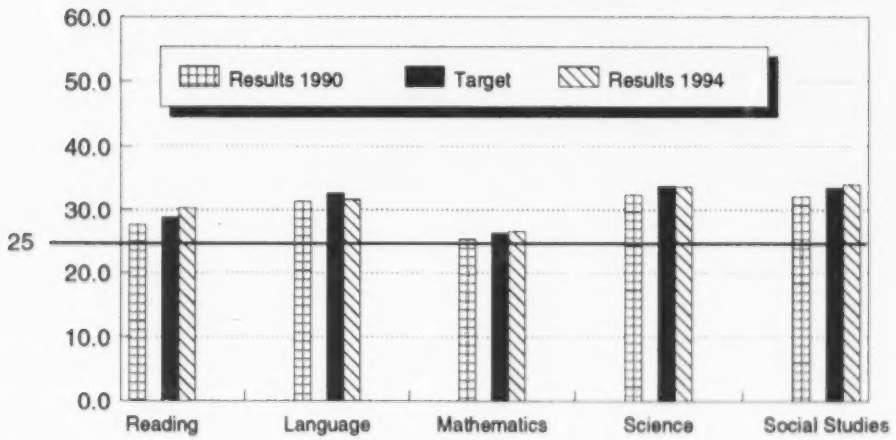
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Three
Atlantic Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	30.9	27.4	28.0	28.0	29.0
Target	32.1	28.5	29.1	29.1	30.2
Results 1994	32.5	29.3	26.7	29.6	30.6

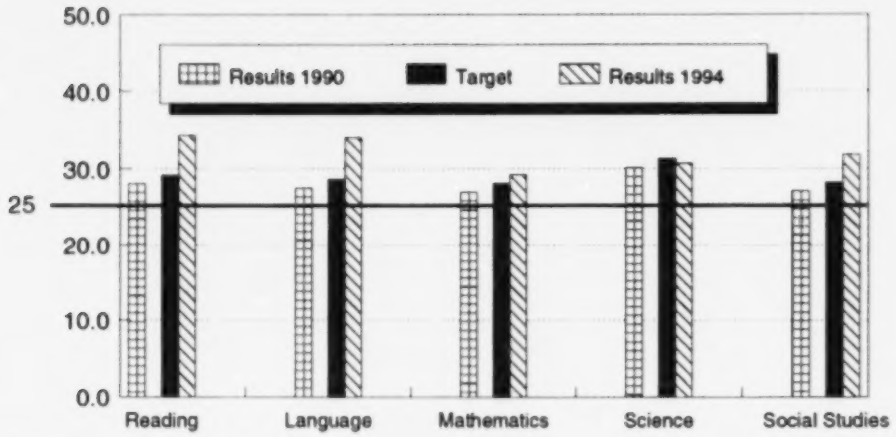
Student Achievement Goals: Grade Five
Atlantic Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	27.6	31.3	25.2	32.4	32.1
Target	28.7	32.6	26.2	33.7	33.4
Results 1994	30.2	31.6	26.5	33.6	34.0

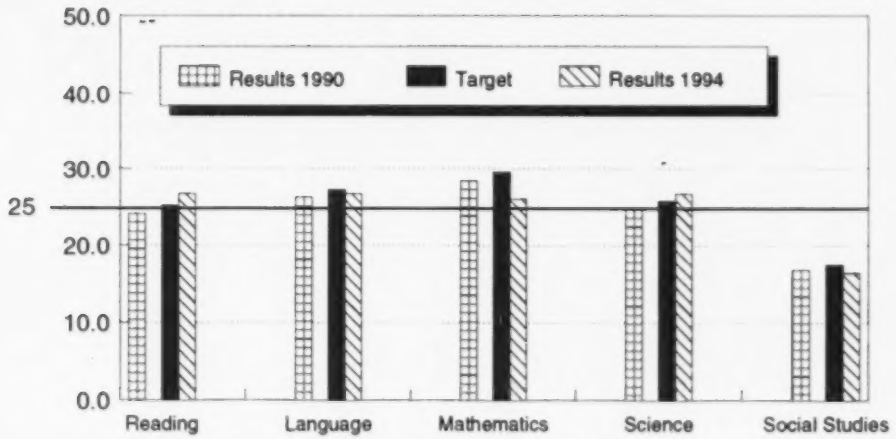
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Atlantic Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	28.1	27.5	27.0	30.1	27.1
Target	29.1	28.6	28.1	31.3	28.2
Results 1994	34.3	34.0	29.2	30.7	31.8

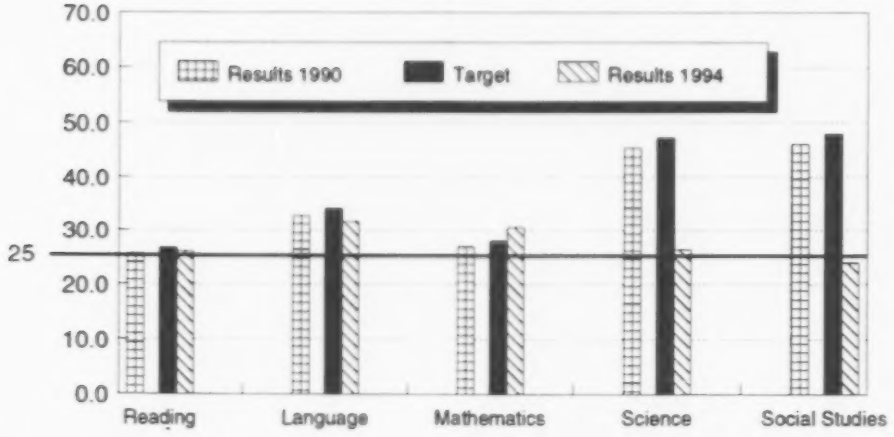
Student Achievement Goals: Grade Nine
Atlantic Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	24.1	26.2	28.4	24.7	16.8
Target	25.1	27.2	29.5	25.7	17.5
Results 1994	26.7	26.7	26.0	26.7	16.4

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

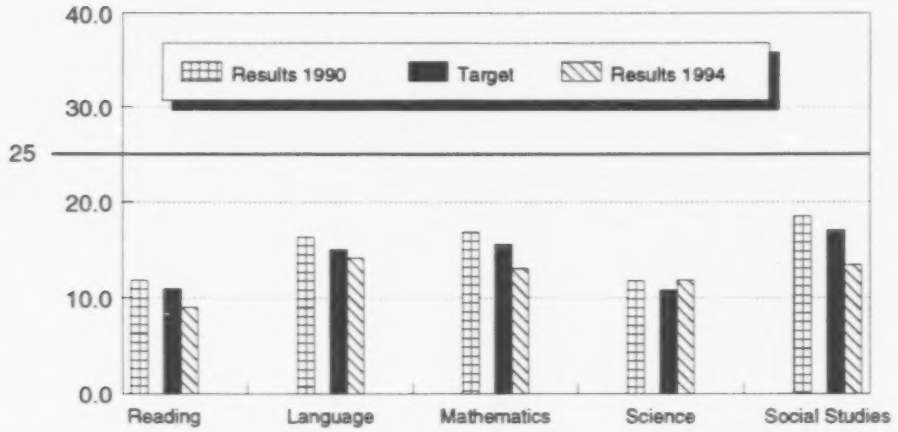
Student Achievement Goals: Grade Eleven
Atlantic Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	25.5	32.7	26.8	45.4	46.1
Target	26.5	34.0	27.9	47.2	47.9
Results 1994	25.9	31.5	30.5	26.3	23.9

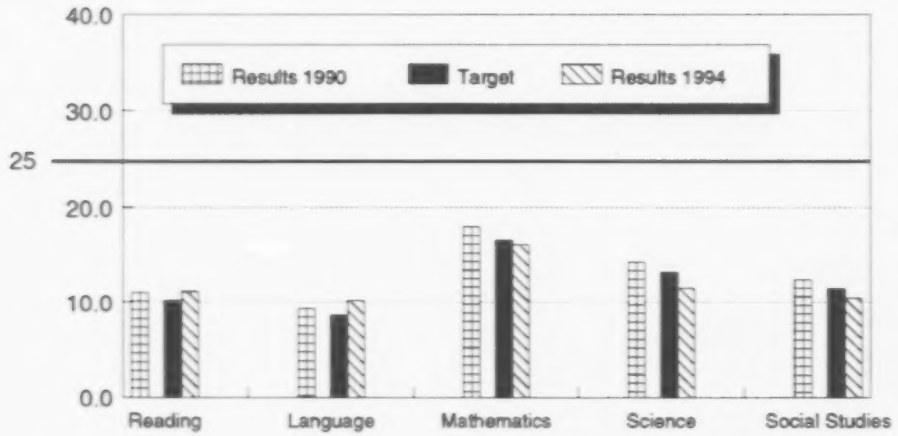
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Three
Atlantic Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	11.8	16.3	16.8	11.7	18.5
Target	10.9	15.0	15.5	10.8	17.0
Results 1994	9.0	14.1	13.0	11.8	13.4

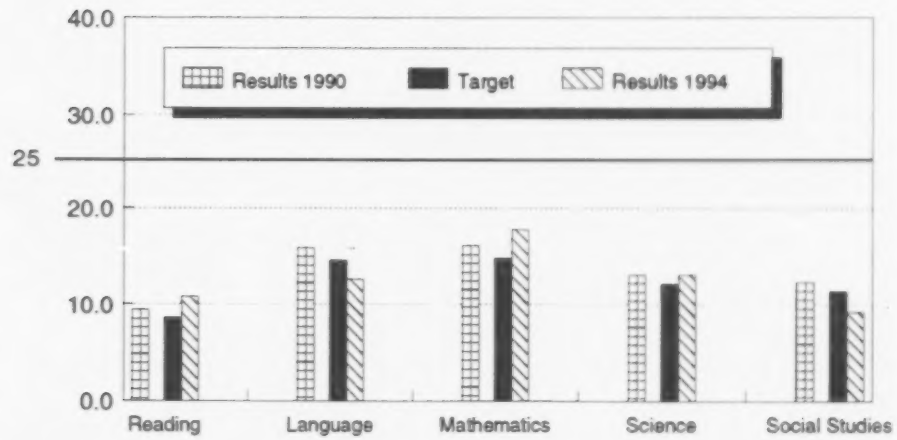
Student Achievement Goals: Grade Five
Atlantic Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	11.0	9.3	18.0	14.3	12.4
Target	10.1	8.6	16.6	13.2	11.4
Results 1994	11.1	10.1	16.1	11.5	10.4

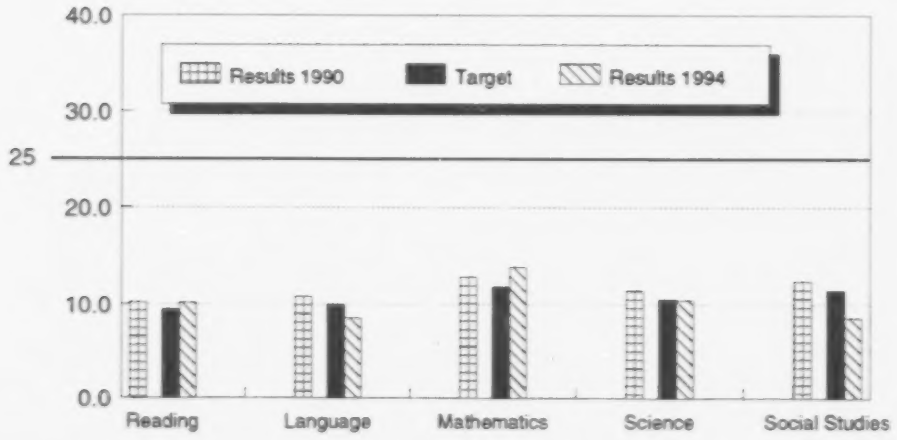
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Atlantic Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	9.4	15.9	16.1	13.1	12.3
Target	8.6	14.6	14.8	12.1	11.3
Results 1994	10.8	12.6	17.8	13.1	9.2

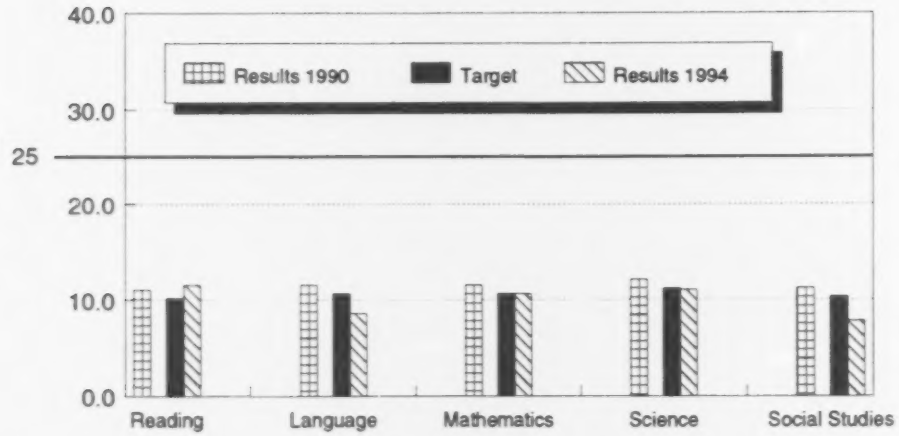
Student Achievement Goals: Grade Nine
Atlantic Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	10.2	10.8	12.8	11.4	12.4
Target	9.4	9.9	11.8	10.5	11.4
Results 1994	10.1	8.5	13.8	10.4	8.6

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Eleven
Atlantic Region
25th Percentile and Below



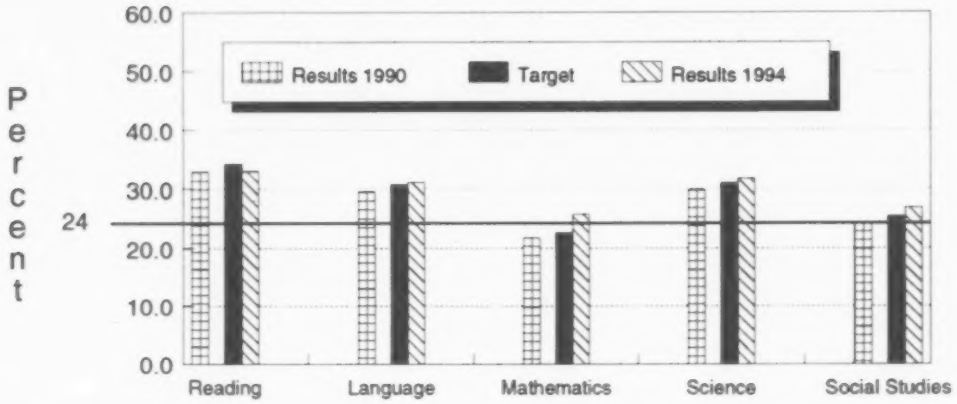
	Reading	Language	Mathematics	Science	Social Studies
Results 1990	11.0	11.5	11.5	12.1	11.2
Target	10.1	10.6	10.6	11.1	10.3
Results 1994	11.5	8.6	10.6	11.0	7.8

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

APPENDIX B

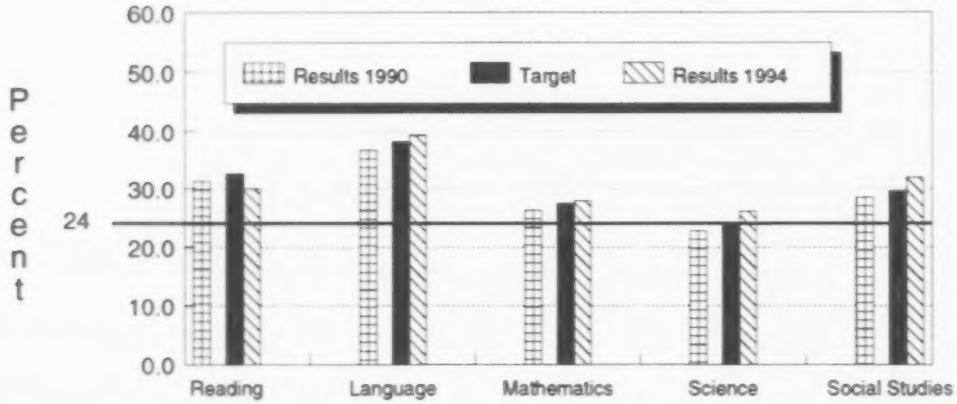
DoDDS-G TARGET 3.1 RESULTS

Student Achievement Goals: Grade Three
Germany Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	32.9	29.5	21.8	29.8	24.4
Target	34.2	30.7	22.7	31.0	25.4
Results 1994	33.0	31.1	25.8	31.8	26.8

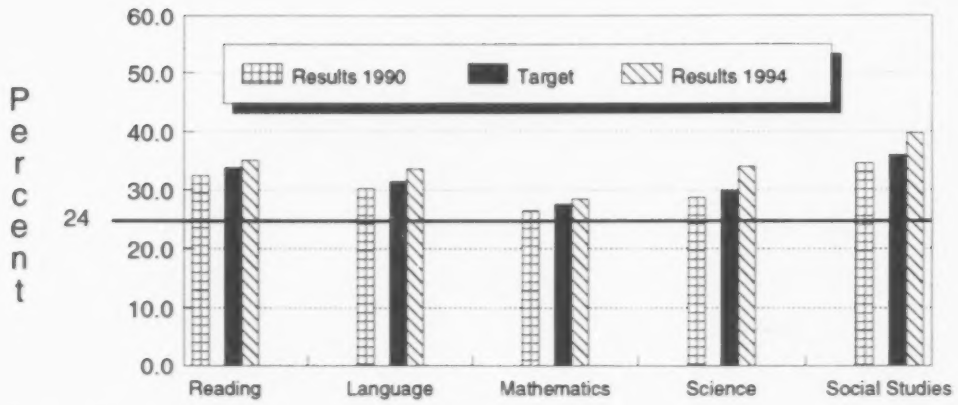
Student Achievement Goals: Grade Five
Germany Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	31.3	36.7	26.3	22.8	28.5
Target	32.6	38.2	27.4	23.7	29.6
Results 1994	29.9	39.3	27.9	26.1	31.9

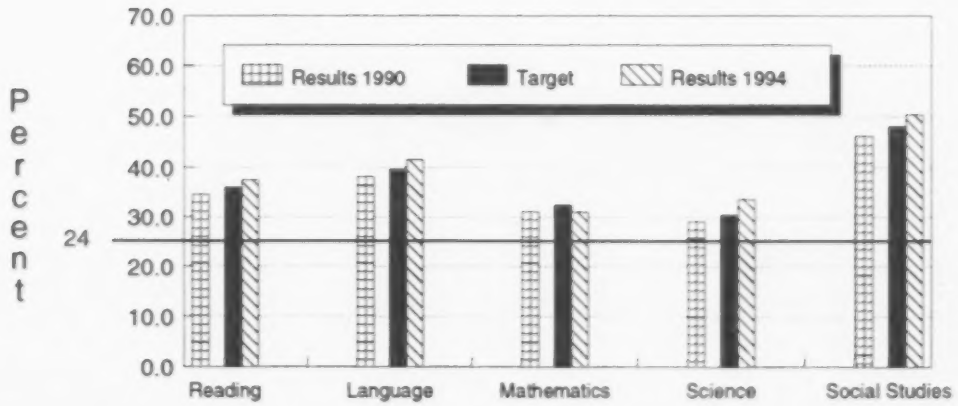
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Germany Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	32.5	30.2	26.4	28.7	34.6
Target	33.8	31.4	27.5	29.8	36.0
Results 1994	35.1	33.6	28.4	34.0	39.7

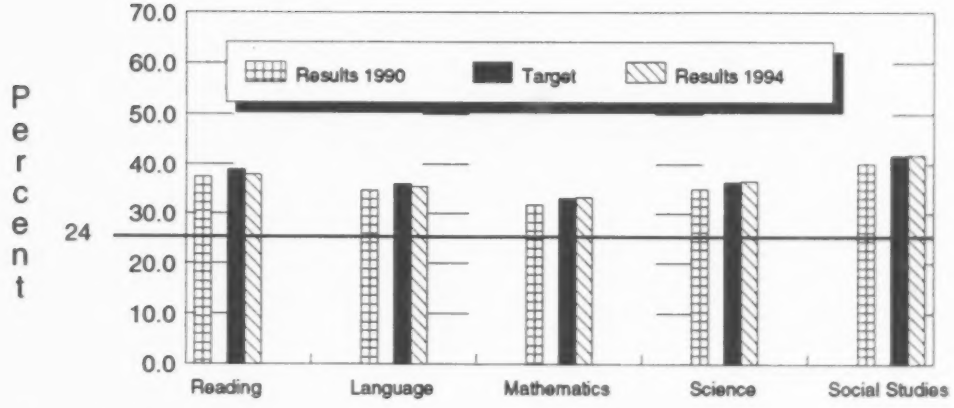
Student Achievement Goals: Grade Nine
Germany Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	34.6	38.1	31.1	29.1	46.1
Target	36.0	39.6	32.3	30.3	47.9
Results 1994	37.4	41.5	31.0	33.6	50.3

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

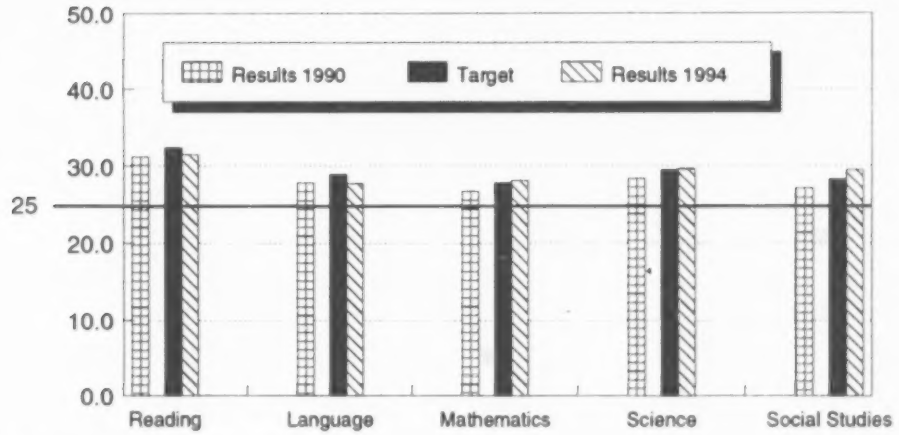
Student Achievement Goals: Grade Eleven
Germany Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	37.4	34.6	31.7	34.9	40.1
Target	38.9	36.0	33.0	36.3	41.7
Results 1994	37.9	35.4	33.2	36.5	41.9

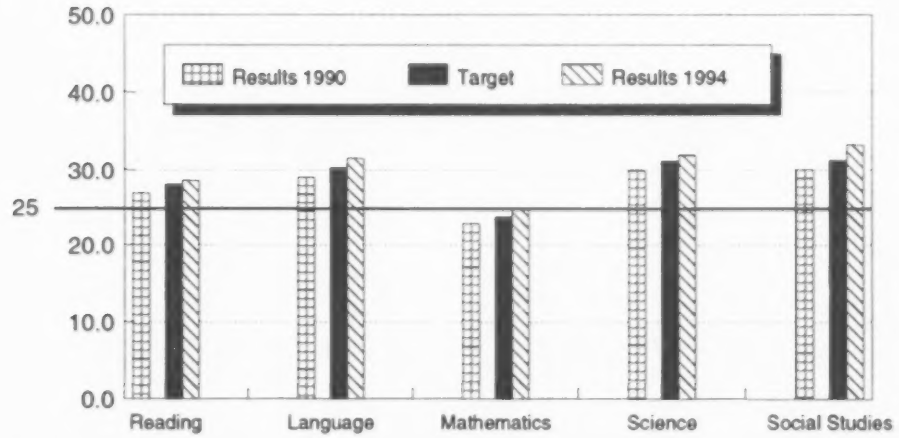
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Three
Germany Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	31.2	27.8	26.7	28.4	27.1
Target	32.4	28.9	27.8	29.5	28.2
Results 1994	31.5	27.7	28.1	29.6	29.5

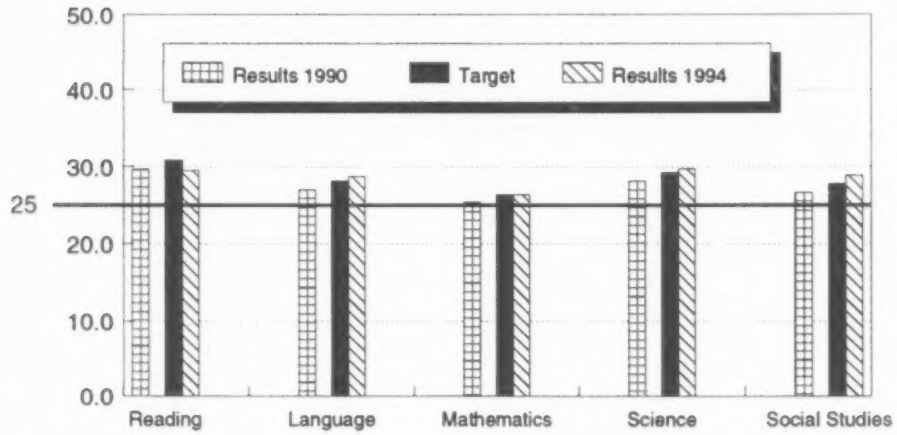
Student Achievement Goals: Grade Five
Germany Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	26.9	29.0	22.8	29.9	30.0
Target	28.0	30.2	23.7	31.1	31.2
Results 1994	28.5	31.5	24.9	31.9	33.3

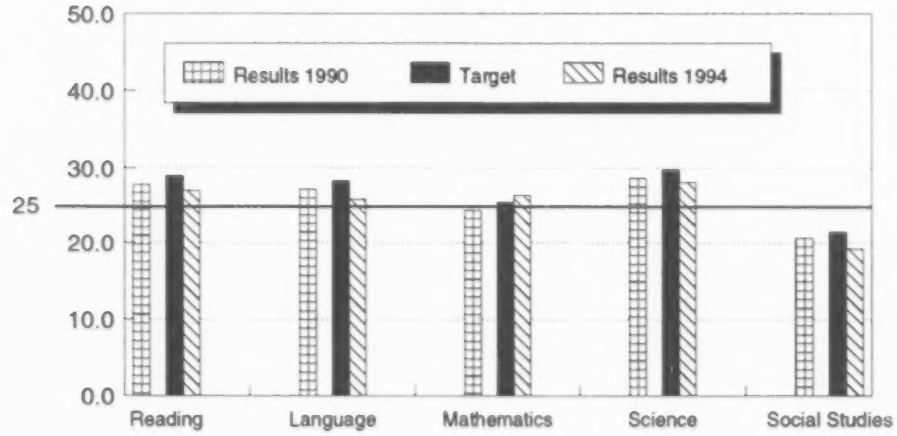
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Germany Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	29.6	27.0	25.3	28.1	26.6
Target	30.8	28.1	26.3	29.2	27.7
Results 1994	29.5	28.7	26.3	29.7	28.8

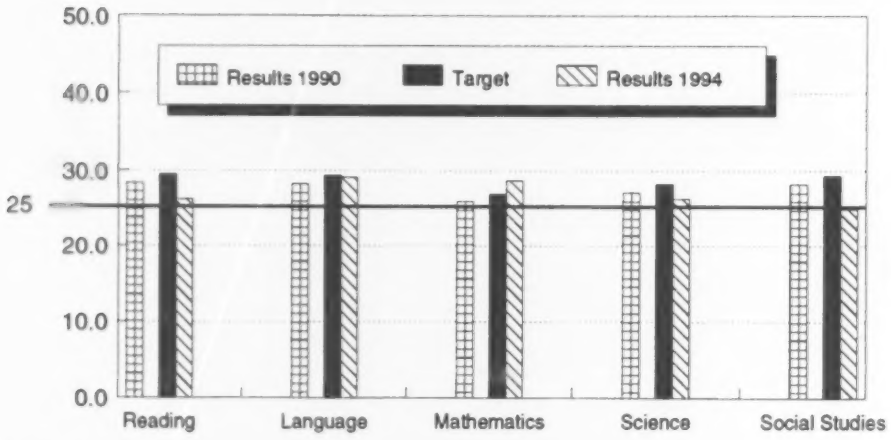
Student Achievement Goals: Grade Nine
Germany Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	27.8	27.1	24.3	28.6	20.6
Target	28.9	28.2	25.3	29.7	21.4
Results 1994	27.0	25.8	26.3	28.1	19.2

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

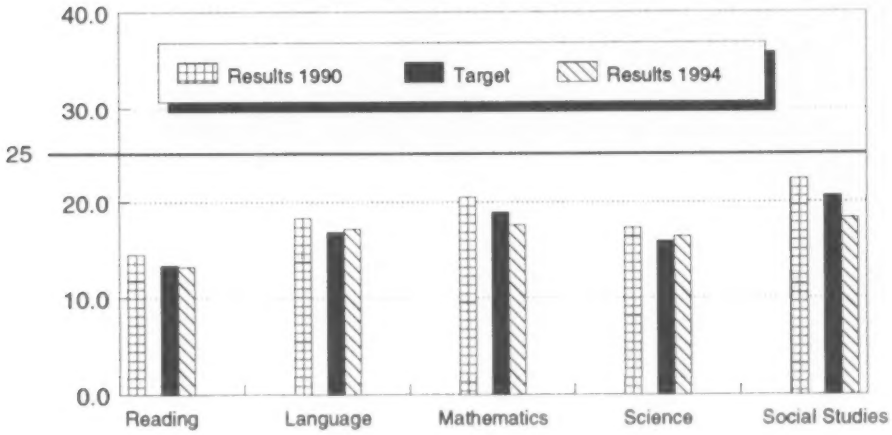
Student Achievement Goals: Grade Eleven
Germany Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	28.4	28.2	25.9	27.1	28.2
Target	29.5	29.3	26.9	28.2	29.3
Results 1994	26.2	29.1	28.7	26.3	25.0

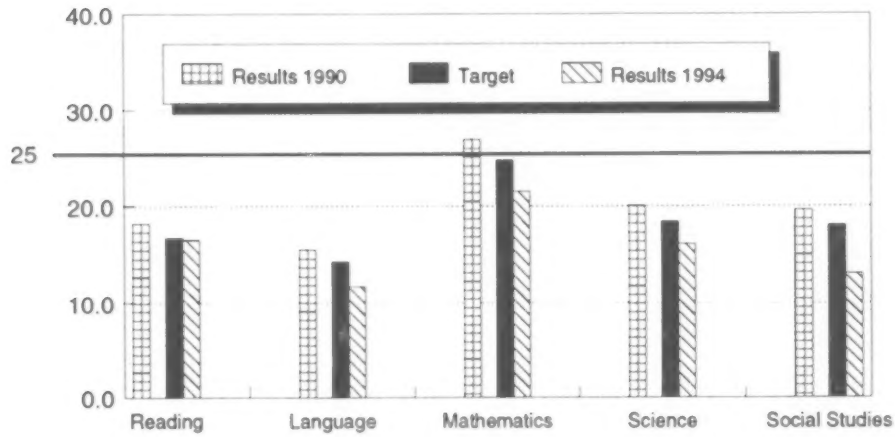
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Three
Germany Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	14.5	18.3	20.5	17.3	22.4
Target	13.3	16.8	18.9	15.9	20.6
Results 1994	13.2	17.2	17.6	16.4	18.3

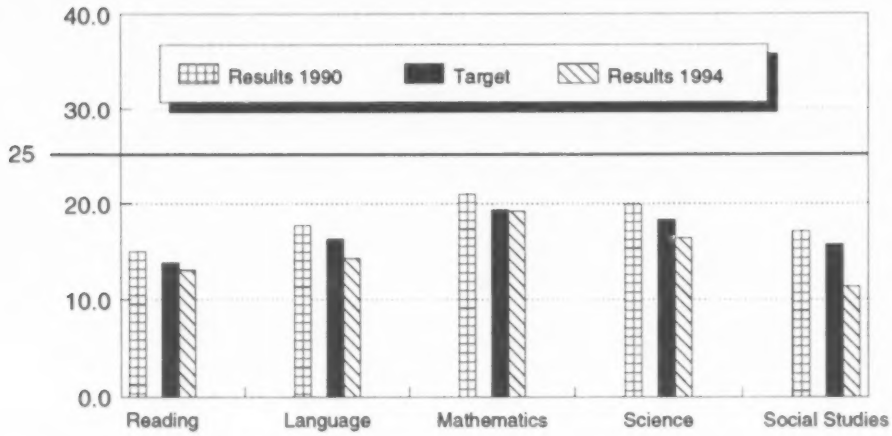
Student Achievement Goals: Grade Five
Germany Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	18.2	15.5	26.9	20.0	19.6
Target	16.7	14.3	24.7	18.4	18.0
Results 1994	16.5	11.7	21.5	16.1	13.1

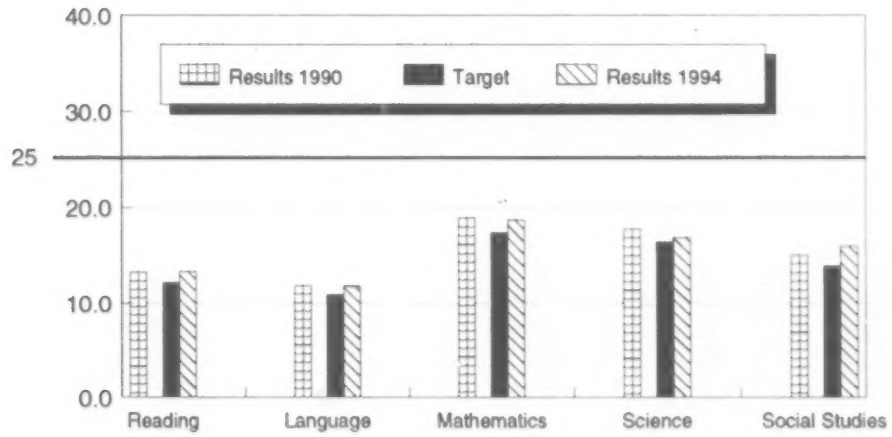
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Germany Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	15.0	17.7	21.0	19.9	17.1
Target	13.8	16.3	19.3	18.3	15.7
Results 1994	13.0	14.3	19.2	16.4	11.3

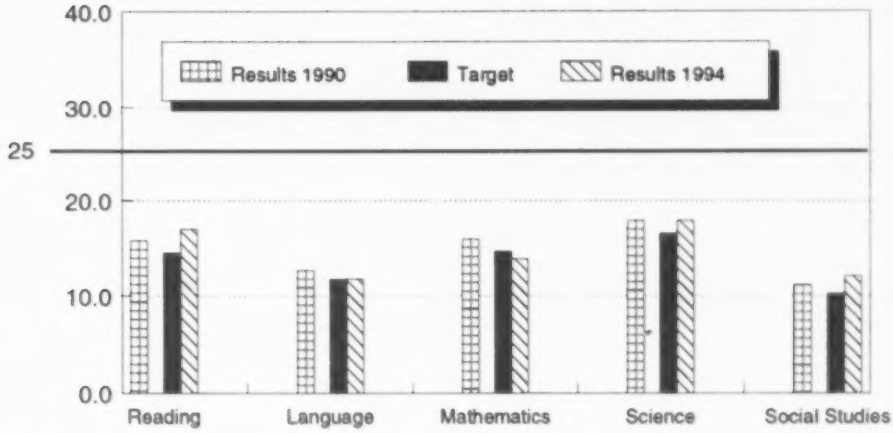
Student Achievement Goals: Grade Nine
Germany Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	13.3	11.9	18.9	17.8	15.1
Target	12.2	10.9	17.4	16.4	13.9
Results 1994	13.4	11.8	18.7	16.9	16.0

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Eleven
Germany Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	15.8	12.7	16.0	17.9	11.1
Target	14.5	11.7	14.7	16.5	10.2
Results 1994	17.0	11.8	13.9	17.9	12.1

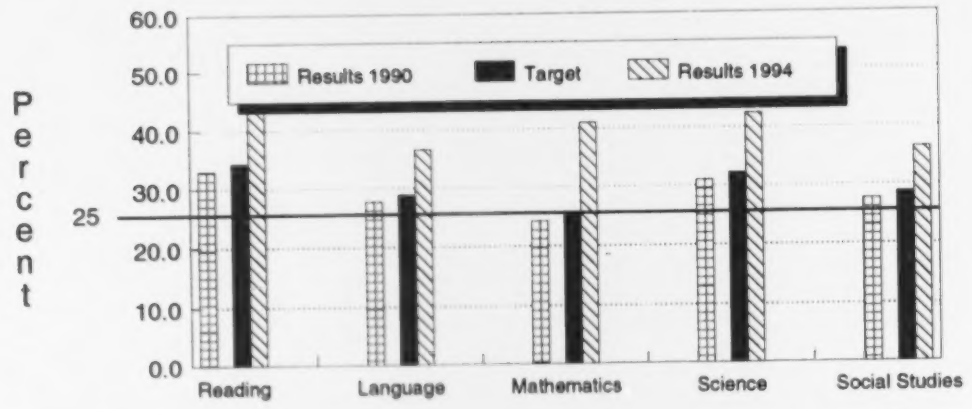
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

APPENDIX C

DoDDS-M TARGET 3.1 RESULTS

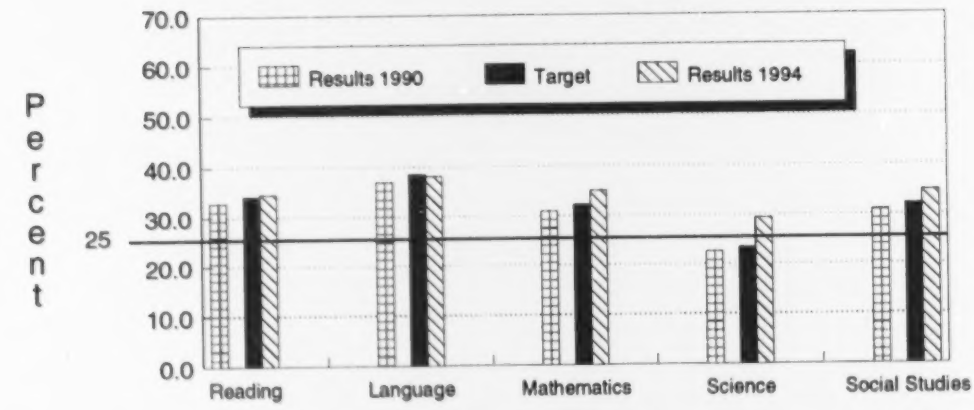
BEST COPY AVAILABLE

Student Achievement Goals: Grade Three
Mediterranean Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	33.0	27.7	24.2	31.0	27.6
Target	34.3	28.8	25.2	32.2	28.7
Results 1994	43.9	36.6	41.0	42.4	36.4

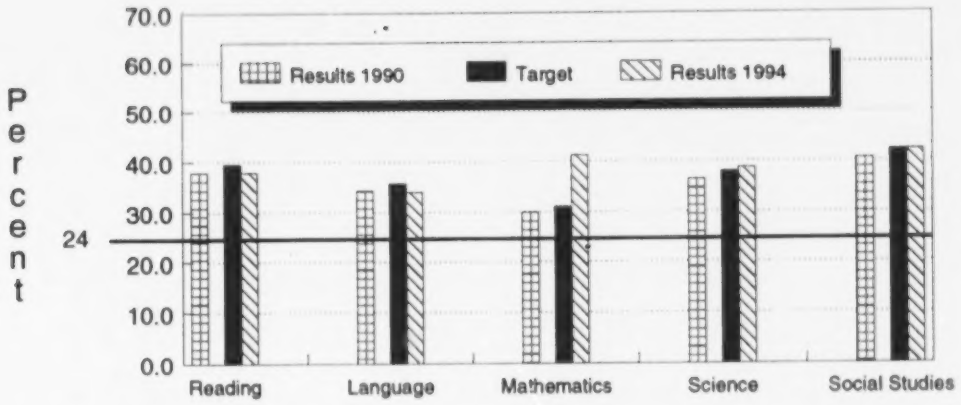
Student Achievement Goals: Grade Five
Mediterranean Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	32.8	36.9	30.9	22.4	30.8
Target	34.1	38.4	32.1	23.3	32.0
Results 1994	34.5	38.0	35.0	29.3	34.7

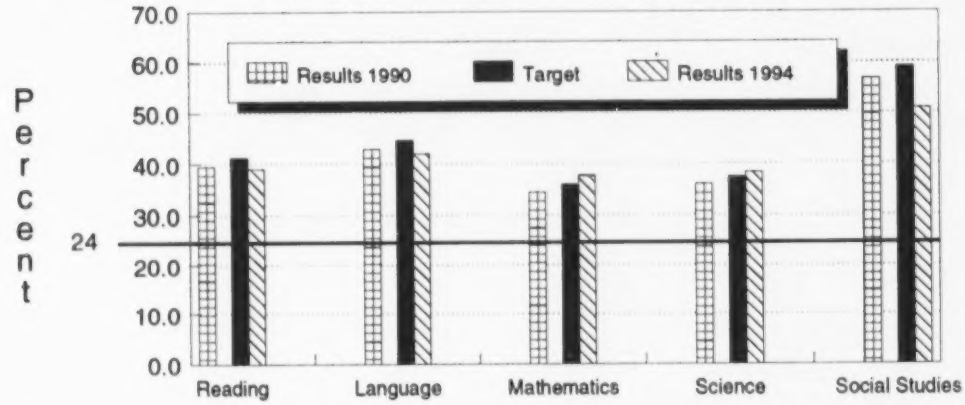
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Mediterranean Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	37.9	34.2	29.8	36.4	40.5
Target	39.4	35.6	31.0	37.9	42.1
Results 1994	37.9	33.9	41.2	38.7	42.2

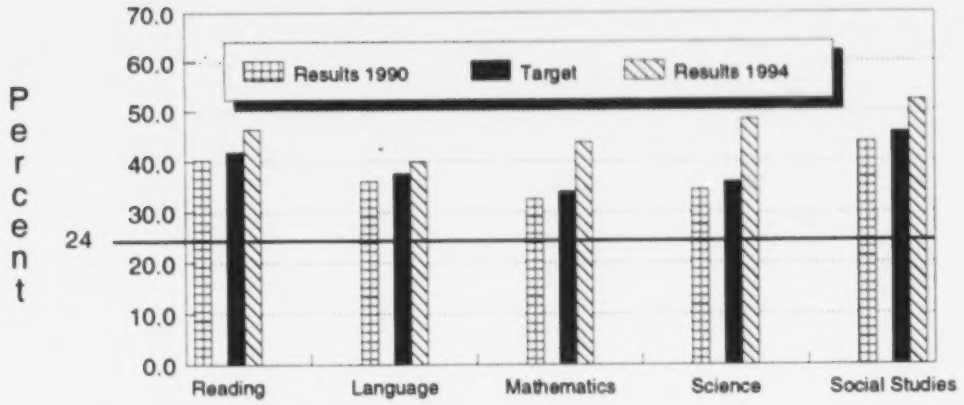
Student Achievement Goals: Grade Nine
Mediterranean Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	39.5	42.9	34.4	35.9	56.7
Target	41.1	44.6	35.8	37.3	59.0
Results 1994	39.0	41.9	37.6	38.2	50.8

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

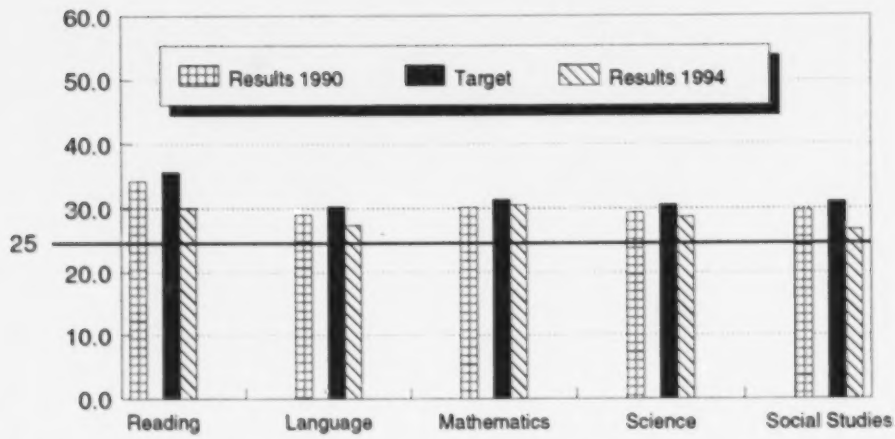
Student Achievement Goals: Grade Eleven
Mediterranean Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	40.2	36.1	32.6	34.4	43.8
Target	41.8	37.5	33.9	35.8	45.6
Results 1994	46.4	39.9	43.8	48.3	52.0

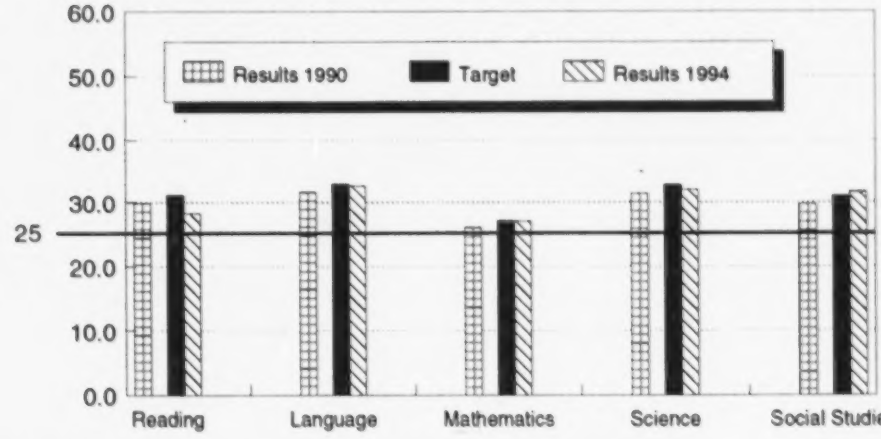
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Three
Mediterranean Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	34.2	29.0	30.1	29.3	29.7
Target	35.6	30.2	31.3	30.5	30.9
Results 1994	30.0	27.4	30.5	28.6	26.7

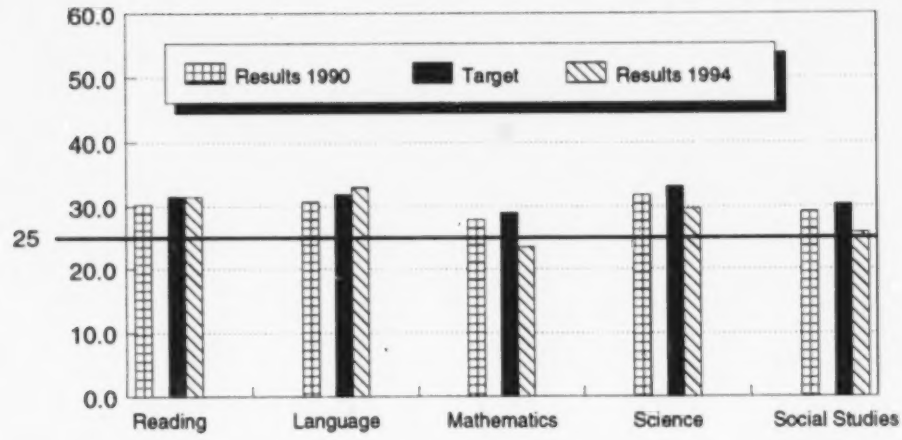
Student Achievement Goals: Grade Five
Mediterranean Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	29.9	31.6	26.0	31.4	29.7
Target	31.1	32.9	27.0	32.7	30.9
Results 1994	28.3	32.6	27.0	32.0	31.6

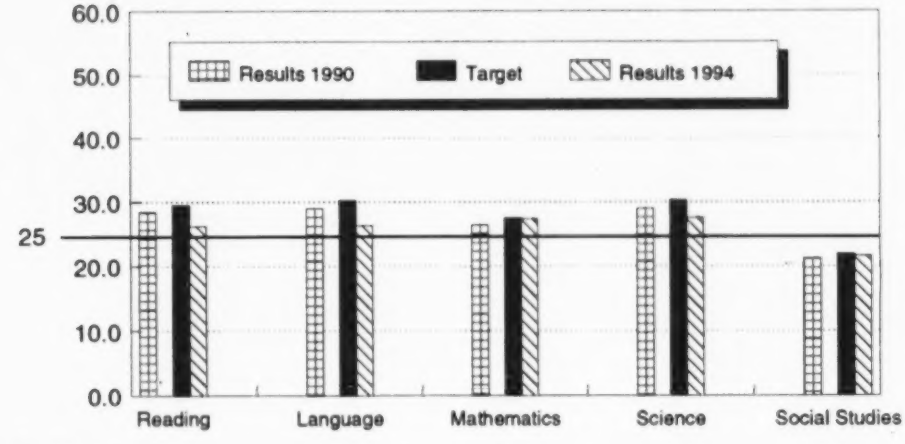
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Mediterranean Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	30.3	30.7	27.9	31.8	29.1
Target	31.5	31.9	29.0	33.1	30.3
Results 1994	31.5	33.0	23.5	29.7	25.8

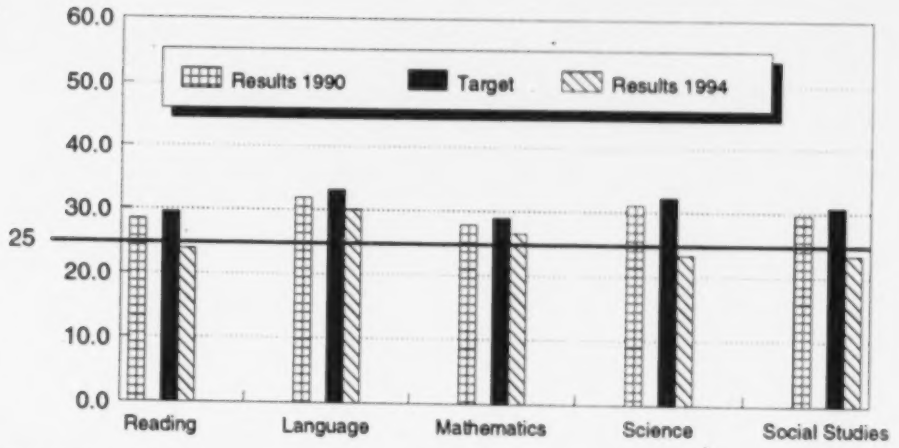
Student Achievement Goals: Grade Nine
Mediterranean Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	28.4	29.0	26.4	29.0	21.1
Target	29.5	30.2	27.5	30.2	21.9
Results 1994	26.2	26.3	27.4	27.6	21.6

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

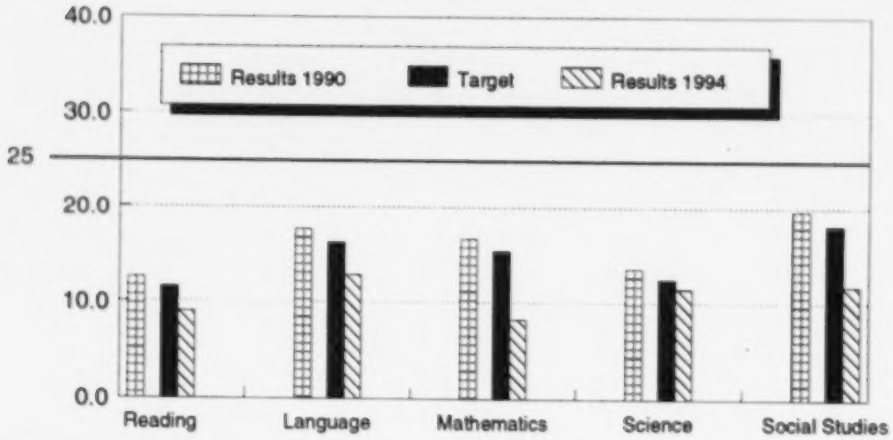
Student Achievement Goals: Grade Eleven
Mediterranean Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	28.4	31.8	27.8	31.0	29.6
Target	29.5	33.1	28.9	32.2	30.8
Results 1994	23.8	30.0	26.5	23.3	23.4

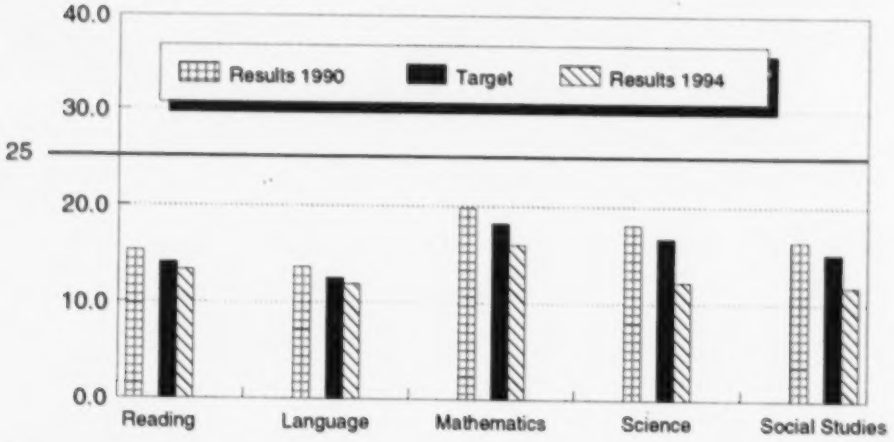
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Three
Mediterranean Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	12.5	17.6	16.6	13.5	19.7
Target	11.5	16.2	15.3	12.4	18.1
Results 1994	9.0	12.8	8.2	11.4	11.7

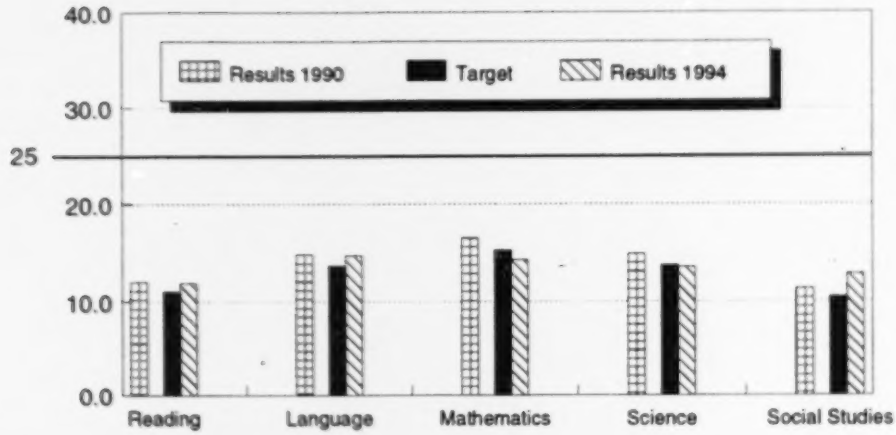
Student Achievement Goals: Grade Five
Mediterranean Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	15.3	13.6	19.8	18.1	16.4
Target	14.1	12.5	18.2	16.7	15.1
Results 1994	13.3	11.9	16.0	12.2	11.8

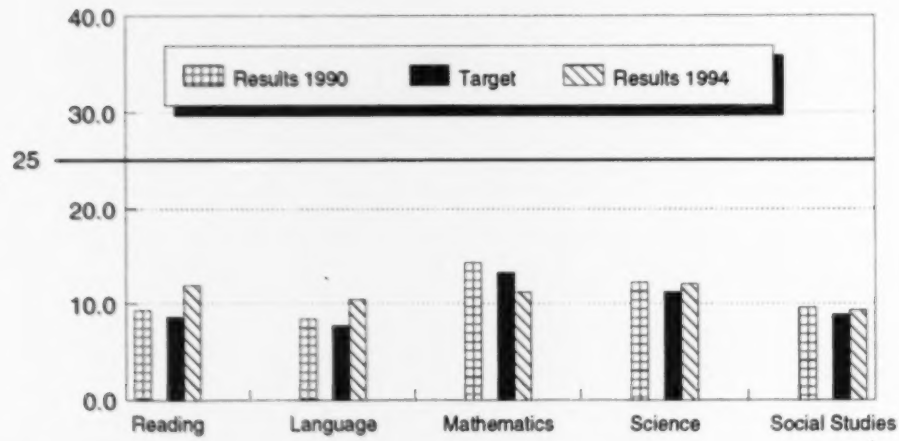
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Mediterranean Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	12.0	14.8	16.5	14.9	11.3
Target	11.0	13.6	15.2	13.7	10.4
Results 1994	11.9	14.7	14.3	13.5	12.8

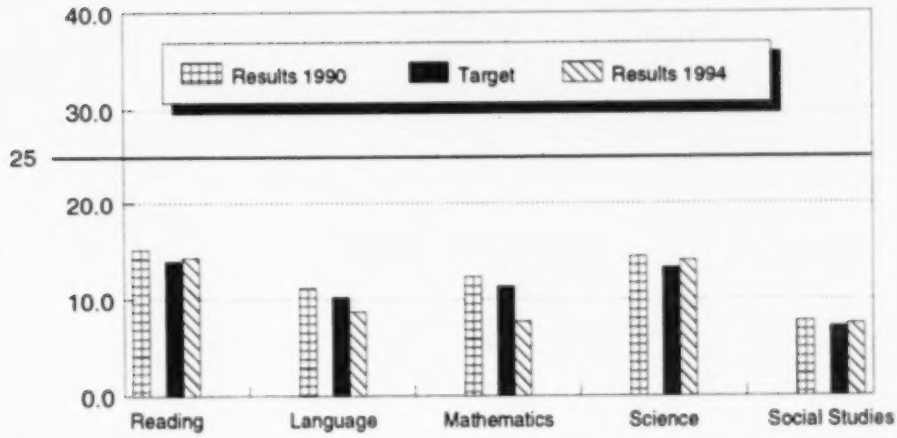
Student Achievement Goals: Grade Nine
Mediterranean Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	9.3	8.4	14.3	12.2	9.6
Target	8.6	7.7	13.2	11.2	8.8
Results 1994	11.9	10.4	11.2	12.0	9.3

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Eleven
Mediterranean Region
25th Percentile and Below



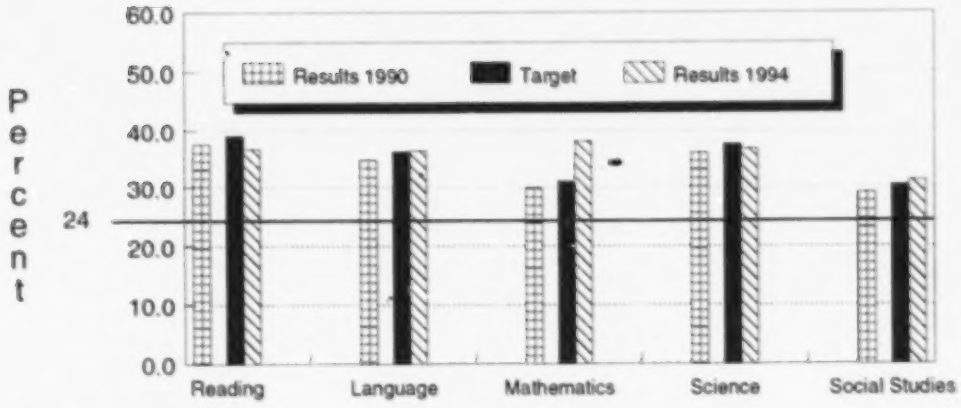
	Reading	Language	Mathematics	Science	Social Studies
Results 1990	15.1	11.1	12.3	14.4	7.7
Target	13.9	10.2	11.3	13.2	7.1
Results 1994	14.3	8.7	7.7	14.0	7.4

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

APPENDIX D

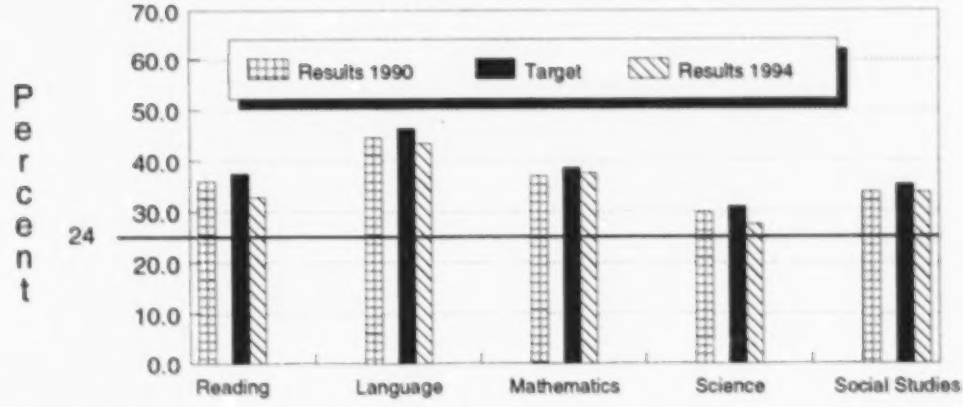
DoDDS-PACIFIC TARGET 3.1 RESULTS

Student Achievement Goals: Grade Three
Pacific Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	37.6	34.8	29.8	36.1	29.1
Target	39.1	36.2	31.0	37.5	30.3
Results 1994	36.7	36.4	38.1	36.7	31.2

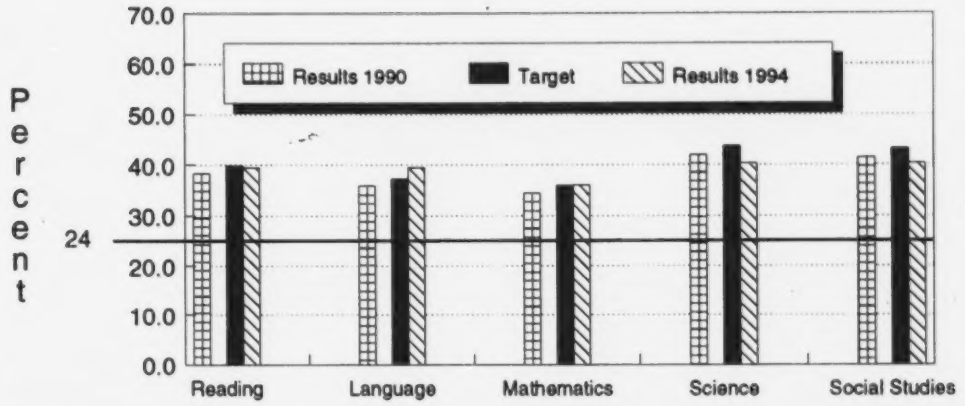
Student Achievement Goals: Grade Five
Pacific Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	36.0	44.6	37.0	29.7	33.8
Target	37.4	46.4	38.5	30.9	35.2
Results 1994	32.8	43.4	37.5	27.5	33.7

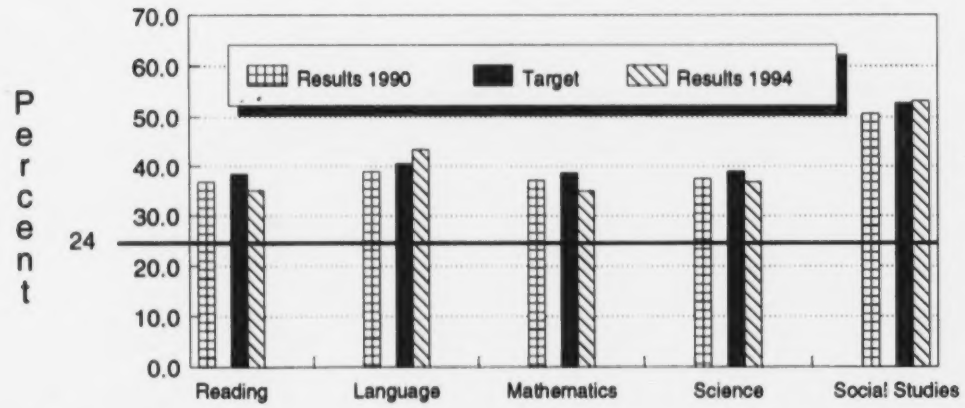
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Pacific Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	38.3	35.8	34.4	42.0	41.4
Target	39.8	37.2	35.8	43.7	43.1
Results 1994	39.5	39.5	35.9	40.2	40.2

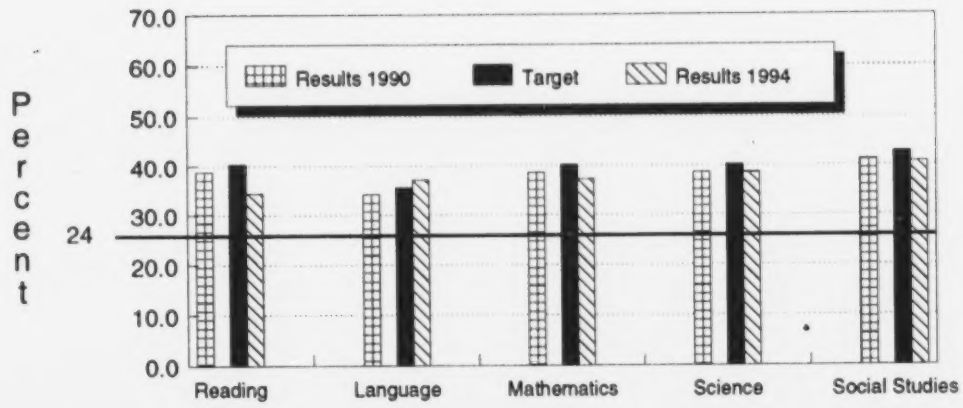
Student Achievement Goals: Grade Nine
Pacific Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	36.8	38.9	37.1	37.4	50.7
Target	38.3	40.5	38.6	38.9	52.7
Results 1994	35.0	43.4	34.9	36.8	53.2

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

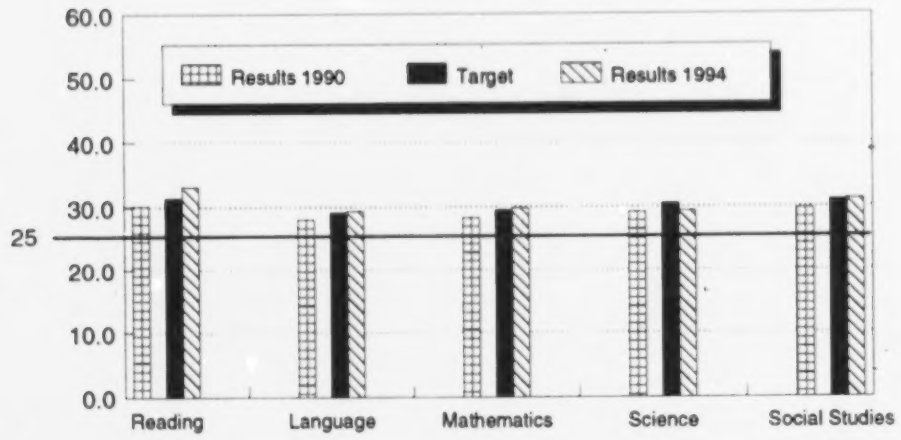
Student Achievement Goals: Grade Eleven
Pacific Region
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	38.8	34.1	38.6	38.6	41.1
Target	40.4	35.5	40.1	40.1	42.7
Results 1994	34.4	37.1	37.2	38.5	40.7

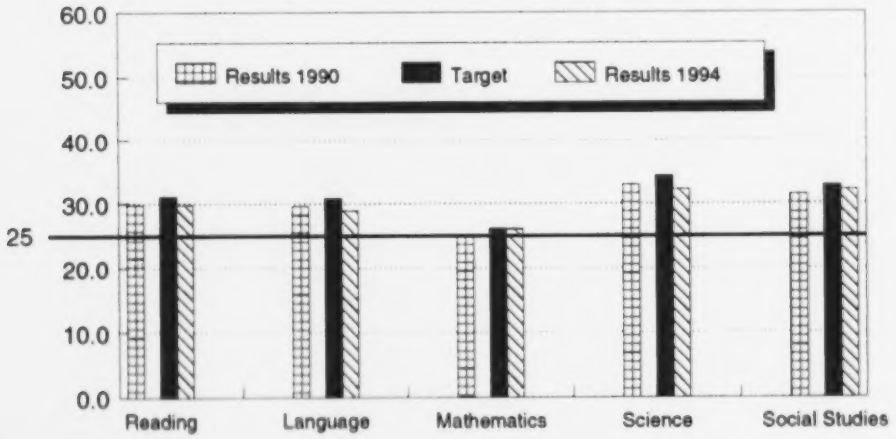
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Three
Pacific Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	30.1	28.0	28.3	29.2	29.7
Target	31.3	29.1	29.4	30.4	30.9
Results 1994	33.1	29.3	29.8	29.3	31.1

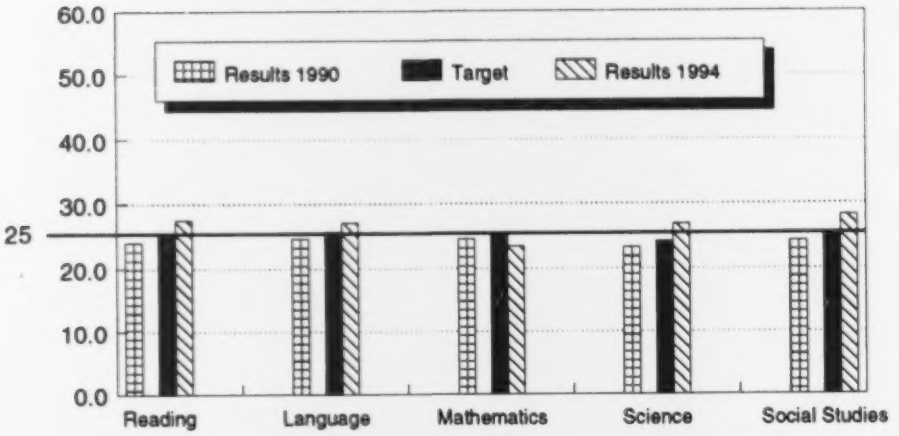
Student Achievement Goals: Grade Five
Pacific Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	29.8	29.6	25.0	32.9	31.4
Target	31.0	30.8	26.0	34.2	32.7
Results 1994	29.8	28.9	26.0	32.2	32.1

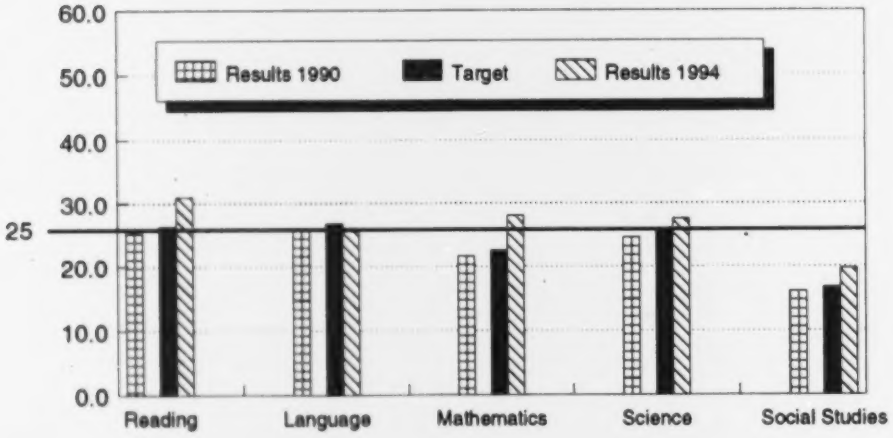
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Pacific Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	24.0	24.6	24.5	23.2	24.2
Target	25.0	25.6	25.5	24.1	25.2
Results 1994	27.5	27.0	23.4	26.8	28.2

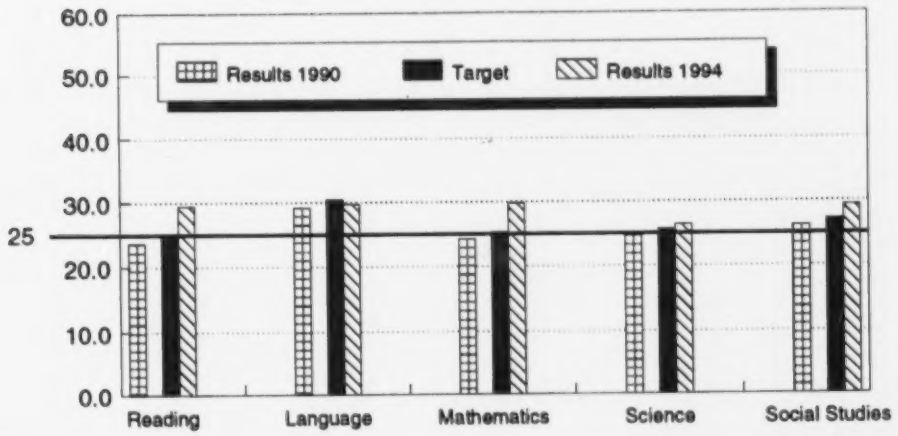
Student Achievement Goals: Grade Nine
Pacific Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	25.2	25.7	21.6	24.5	16.1
Target	26.2	26.7	22.5	25.5	16.7
Results 1994	30.9	25.5	28.0	27.5	19.6

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

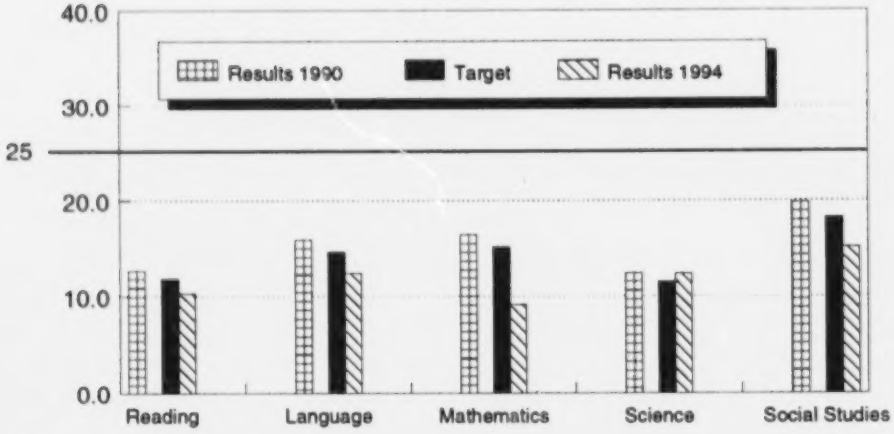
Student Achievement Goals: Grade Eleven
Pacific Region
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	23.6	29.2	24.2	24.6	26.1
Target	24.5	30.4	25.2	25.6	27.1
Results 1994	29.4	29.7	29.8	26.3	29.3

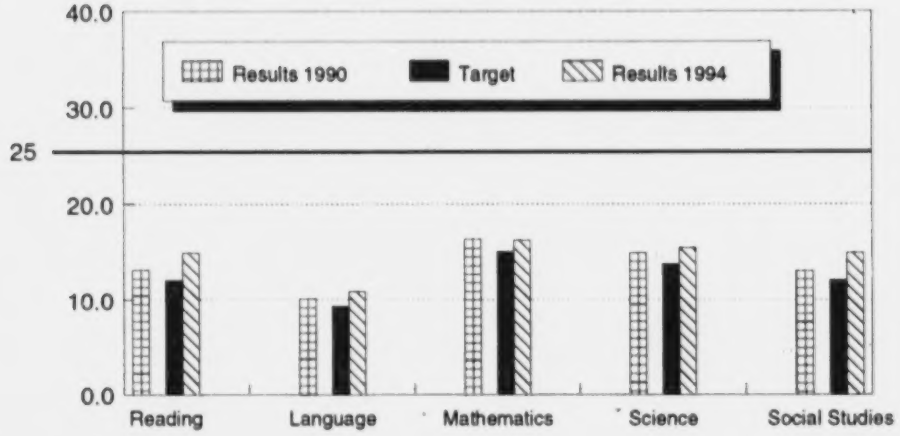
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Three
Pacific Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	12.7	15.9	16.4	12.4	19.8
Target	11.7	14.6	15.1	11.4	18.2
Results 1994	10.3	12.4	9.1	12.3	15.1

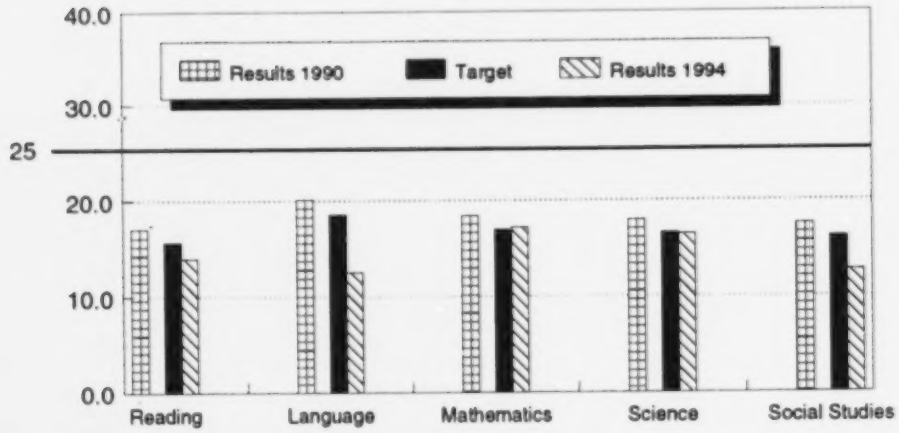
Student Achievement Goals: Grade Five
Pacific Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	13.2	10.1	16.4	15.0	13.1
Target	12.1	9.3	15.1	13.8	12.1
Results 1994	15.0	10.9	16.3	15.5	15.0

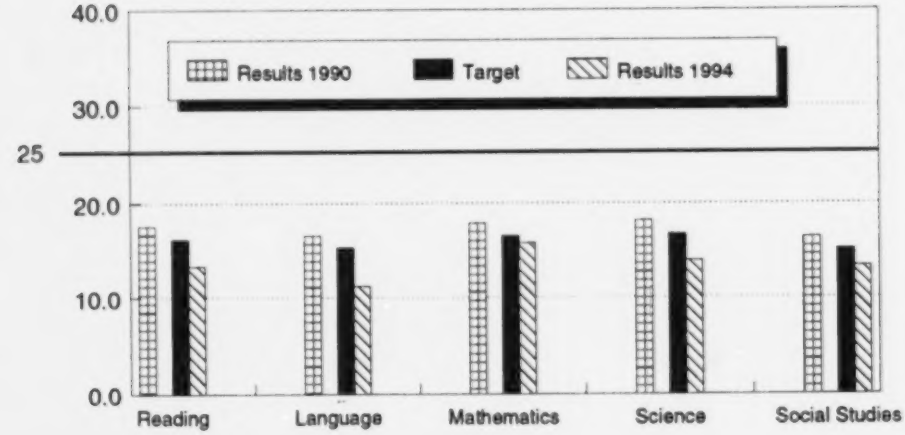
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Pacific Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	17.0	20.1	18.4	17.9	17.5
Target	15.6	18.5	16.9	16.5	16.1
Results 1994	13.9	12.5	17.1	16.4	12.7

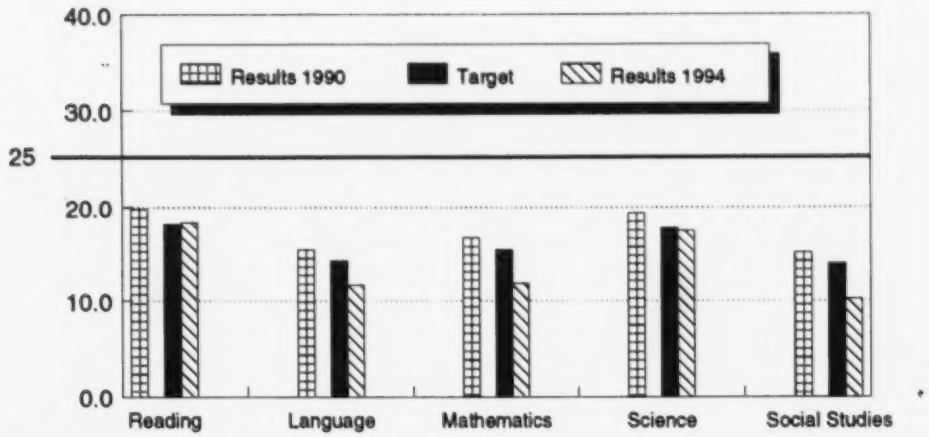
Student Achievement Goals: Grade Nine
Pacific Region
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	17.6	16.6	17.9	18.2	16.4
Target	16.2	15.3	16.5	16.7	15.1
Results 1994	13.3	11.2	15.8	13.9	13.3

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Eleven
Pacific Region
25th Percentile and Below



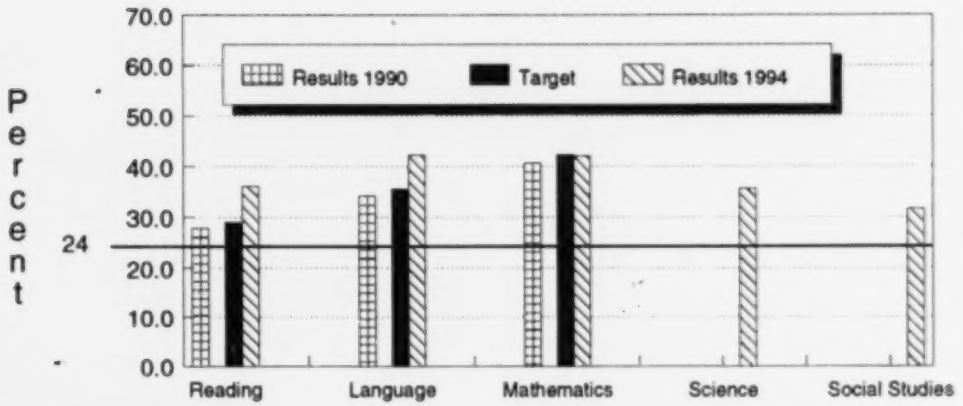
	Reading	Language	Mathematics	Science	Social Studies
Results 1990	19.8	15.4	16.7	19.4	15.1
Target	18.2	14.2	15.4	17.8	13.9
Results 1994	18.4	11.6	11.8	17.5	10.2

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

APPENDIX E

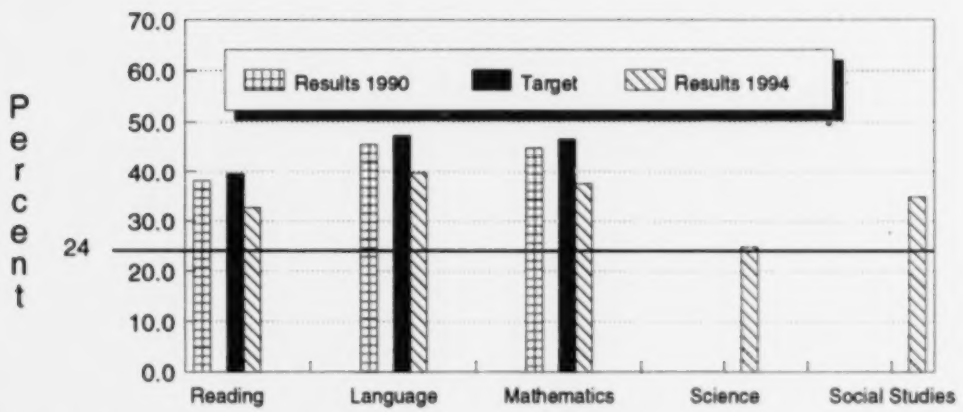
DoDDS-PANAMA/ISLANDS AREA TARGET 3.1 RESULTS

Student Achievement Goals: Grade Three
Panama/Islands Area
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	27.8	34.1	40.6		
Target	28.9	35.5	42.2		
Results 1994	36.1	42.2	42.0	35.6	31.5

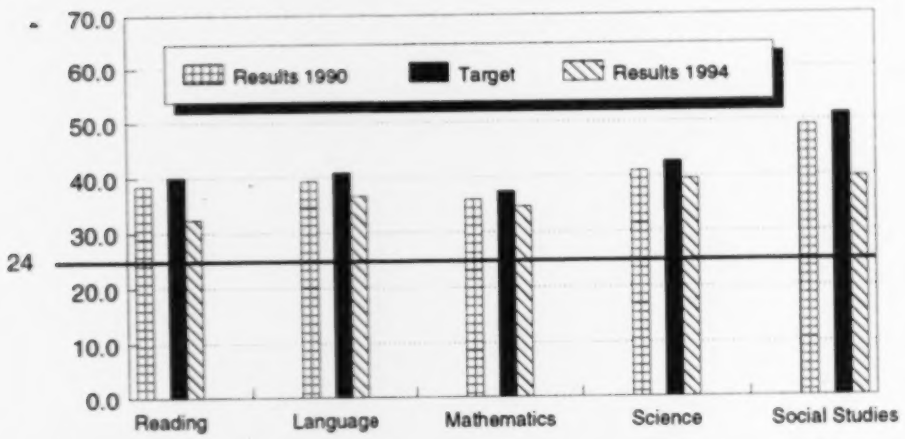
Student Achievement Goals: Grade Five
Panama/Islands Area
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	38.1	45.5	44.8		
Target	39.6	47.3	46.6		
Results 1994	32.7	39.7	37.5	24.7	34.8

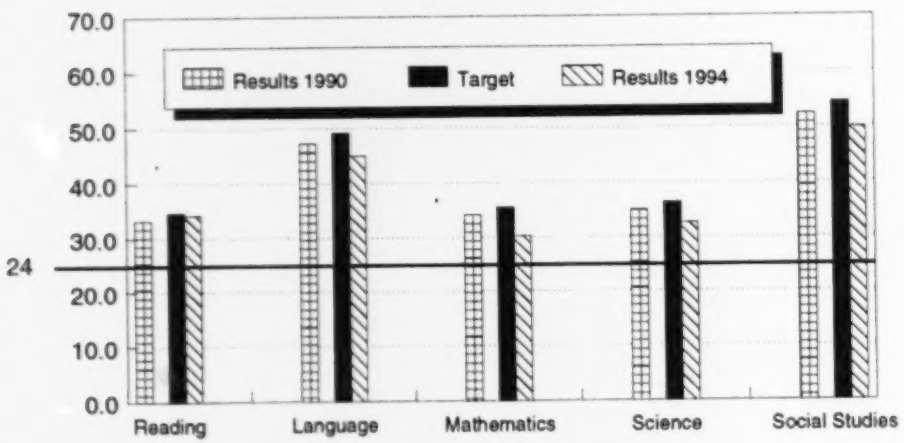
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Panama/Islands Area
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	38.5	39.3	35.9	41.0	49.1
Target	40.0	40.9	37.3	42.6	51.1
Results 1994	32.4	36.6	34.5	39.4	39.6

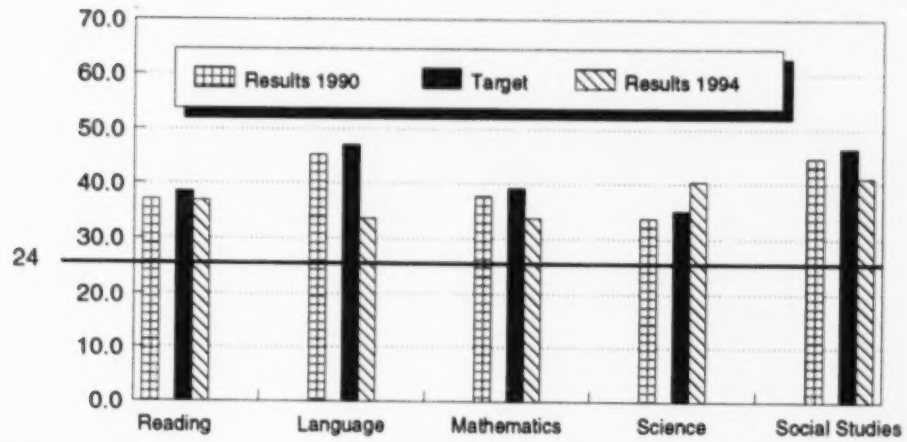
Student Achievement Goals: Grade Nine
Panama/Islands Area
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	33.3	47.2	34.1	34.9	52.2
Target	34.6	49.1	35.5	36.3	54.3
Results 1994	34.2	44.9	30.2	32.6	49.7

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

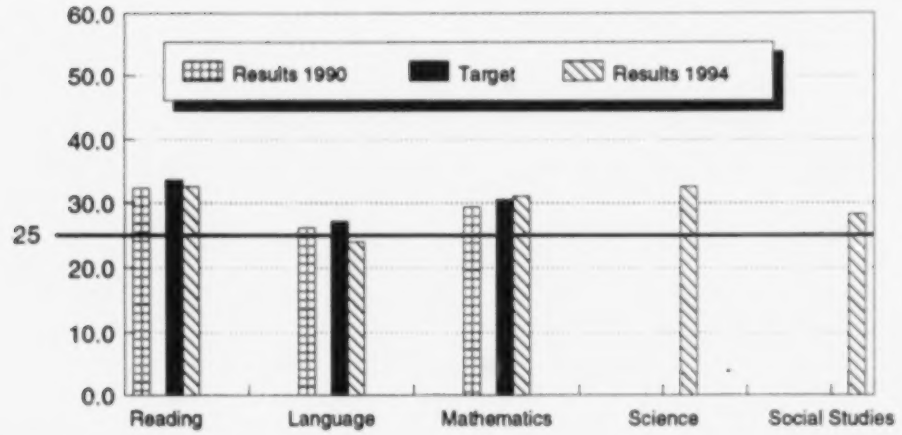
Student Achievement Goals: Grade Eleven
Panama/Islands Area
76th Percentile and Above



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	37.0	45.2	37.6	33.7	44.7
Target	38.5	47.0	39.1	35.0	46.5
Results 1994	36.8	33.6	33.7	40.4	41.1

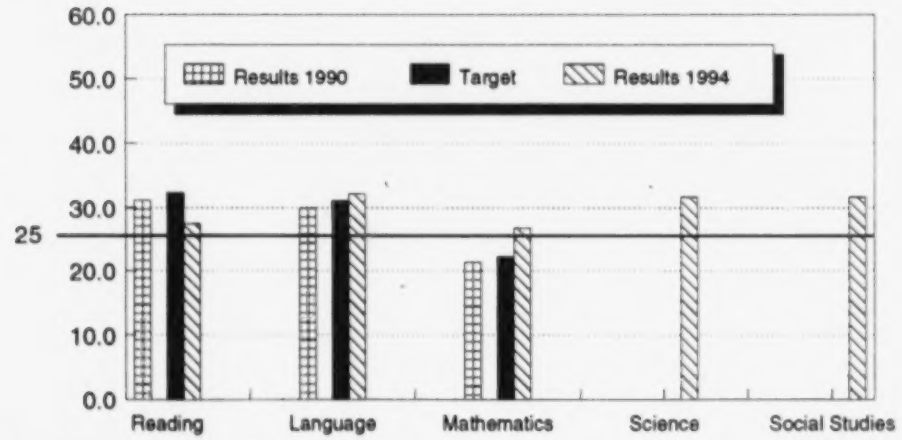
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Three
Panama/Islands Area
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	32.3	26.1	29.3		
Target	33.6	27.1	30.5		
Results 1994	32.5	24.0	31.0	32.5	28.2

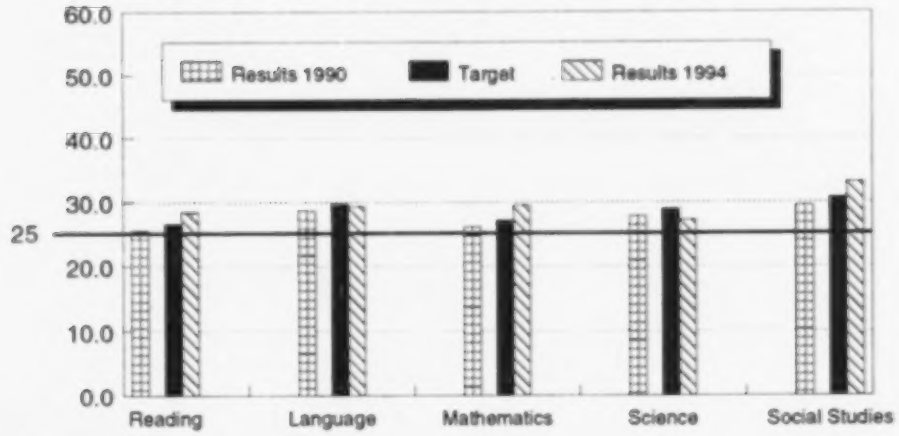
Student Achievement Goals: Grade Five
Panama/Islands Area
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	31.2	29.9	21.3		
Target	32.4	31.1	22.2		
Results 1994	27.5	32.2	26.8	31.7	31.7

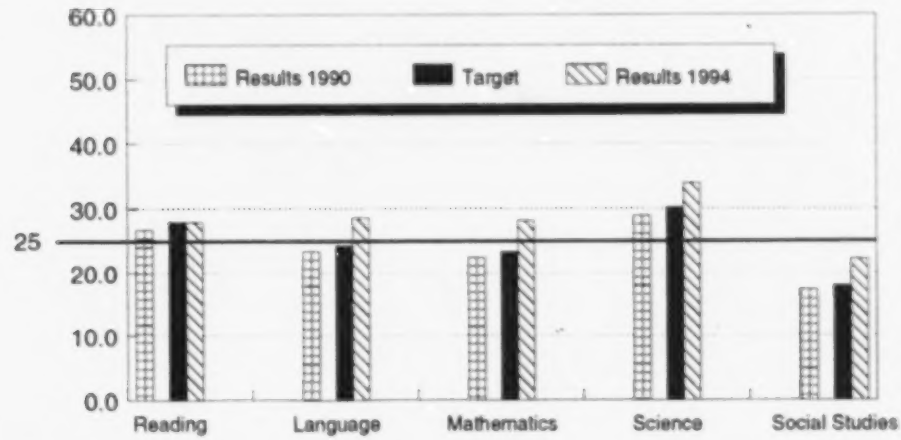
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Panama/Islands Area
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	25.6	28.6	26.1	27.8	29.5
Target	26.6	29.7	27.1	28.9	30.7
Results 1994	28.4	29.3	29.5	27.2	33.1

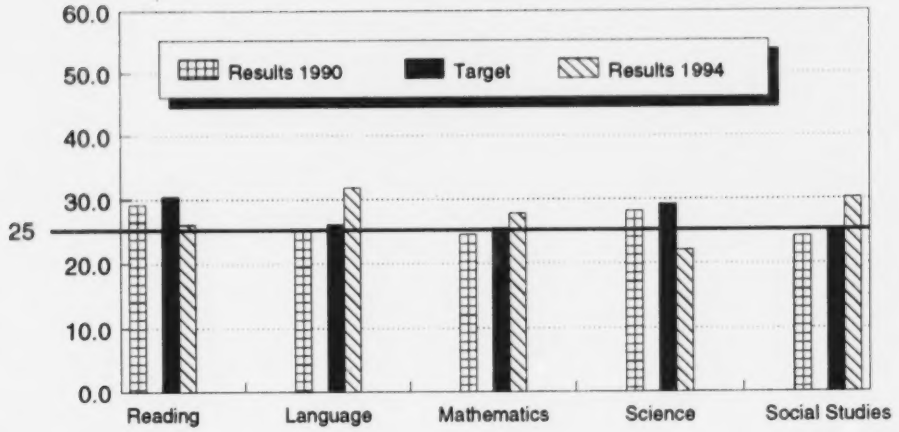
Student Achievement Goals: Grade Nine
Panama/Islands Area
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	26.8	23.4	22.4	28.9	17.2
Target	27.9	24.3	23.3	30.1	17.9
Results 1994	27.9	28.5	28.1	33.9	22.1

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

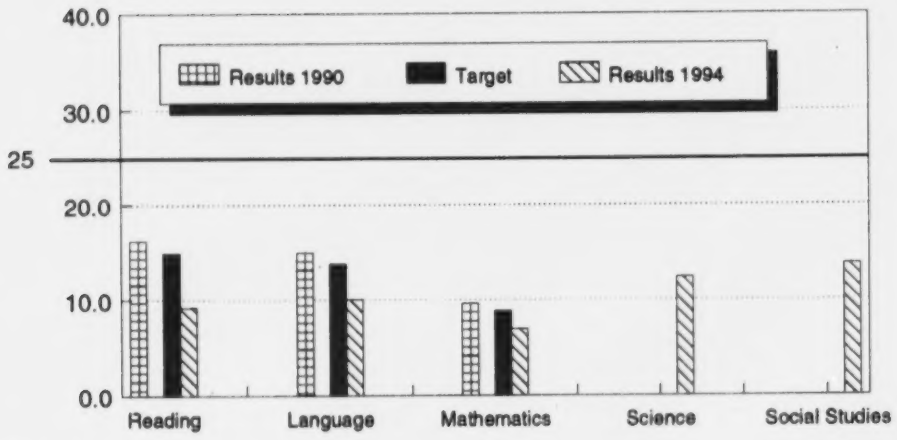
Student Achievement Goals: Grade Eleven
Panama/Islands Area
51-75th Percentile



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	29.2	25.0	24.4	28.1	24.1
Target	30.4	26.0	25.4	29.2	25.1
Results 1994	26.0	31.8	27.7	22.0	30.1

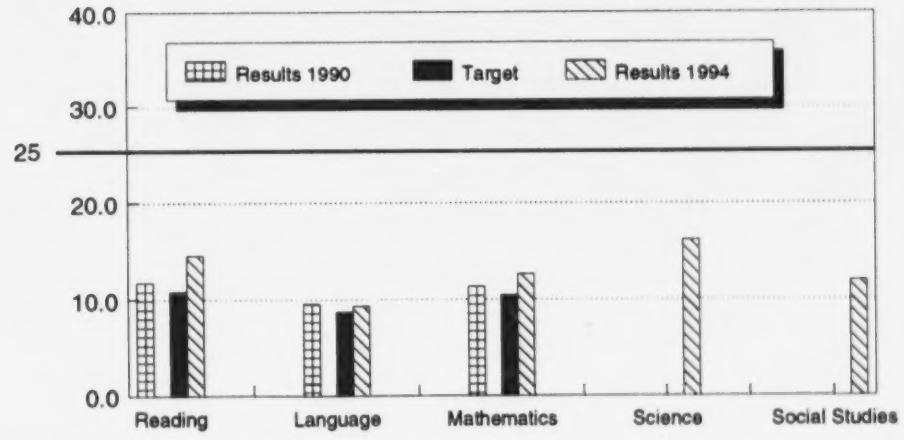
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Three
Panama/Islands Area
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	16.1	14.9	9.6		
Target	14.8	13.7	8.8		
Results 1994	9.2	10.0	6.9	12.3	13.7

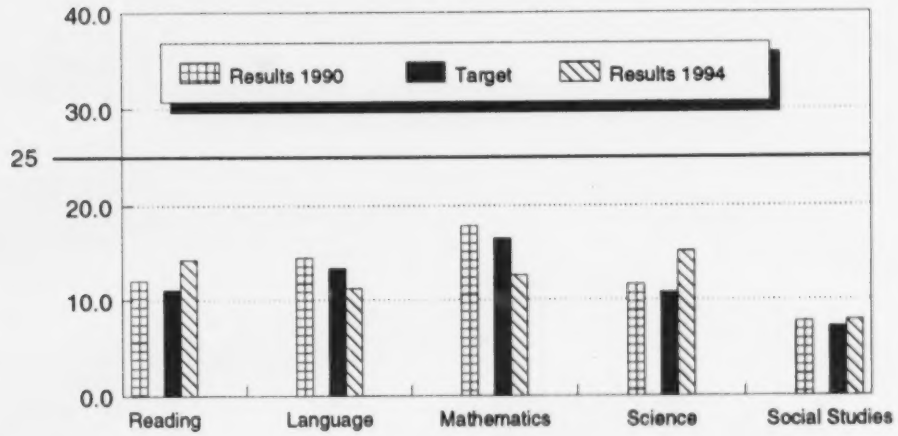
Student Achievement Goals: Grade Five
Panama/Islands Area
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	11.7	9.5	11.3		
Target	10.8	8.7	10.4		
Results 1994	14.5	9.3	12.6	16.1	11.9

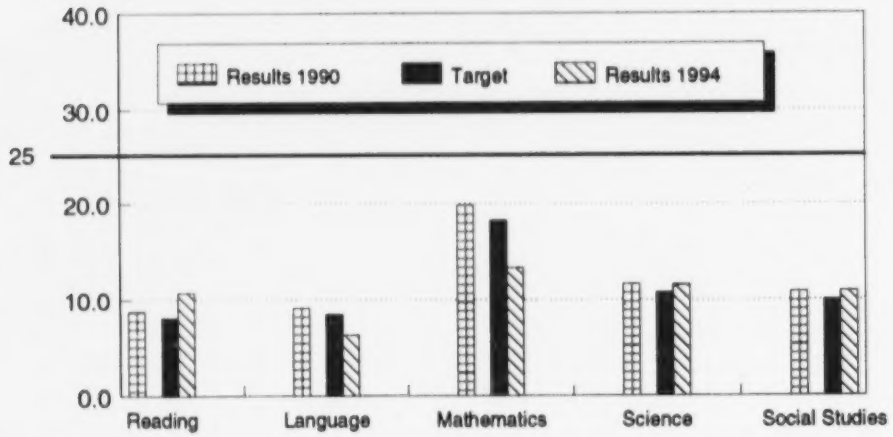
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Seven
Panama/Islands Area
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	12.0	14.5	17.9	11.6	7.7
Target	11.0	13.3	16.5	10.7	7.1
Results 1994	14.3	11.2	12.6	15.2	7.8

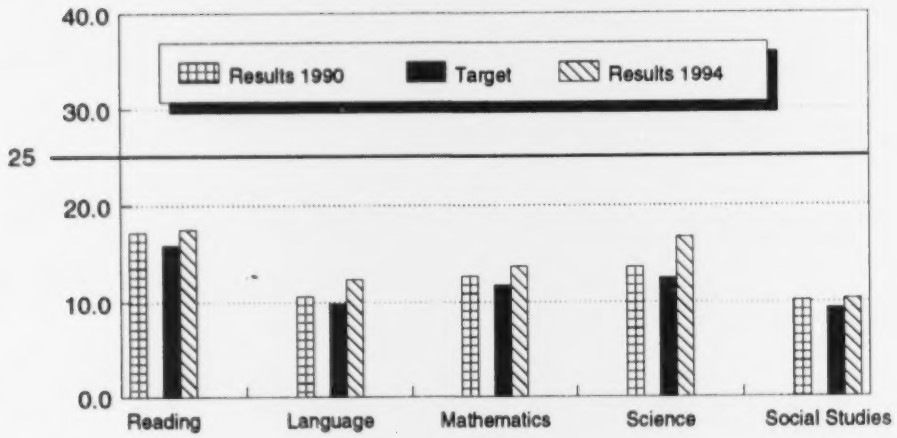
Student Achievement Goals: Grade Nine
Panama/Islands Area
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	8.7	9.1	19.8	11.6	10.8
Target	8.0	8.4	18.2	10.7	9.9
Results 1994	10.7	6.3	13.3	11.5	10.9

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

Student Achievement Goals: Grade Eleven
Panama/Islands Area
25th Percentile and Below



	Reading	Language	Mathematics	Science	Social Studies
Results 1990	17.2	10.6	12.7	13.6	10.1
Target	15.8	9.8	11.7	12.5	9.3
Results 1994	17.5	12.4	13.7	16.7	10.3

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

APPENDIX F

WRITING ASSESSMENT RUBRICS

Achievement Level Description

Autobiographical Incident

The following is a summary of the rubric used in scoring written work produced for the Autobiographical Incident prompt.

Score Range 11–12	Exceptional achievement. The student produces coherent, dramatically realized narrative that relies on a variety of appropriate strategies; successfully orients readers by presenting context, scene, and people; states or implies significance of the incident.
Score Range 09–10	Commendable achievement. The student produces a coherent, engaging narrative that successfully orients the reader; lacks the insight and range of strategies of a writer receiving a score of 11 or 12.
Score Range 07–08	Adequate achievement. The student produces a well-told incident that lacks the momentum and interest of a 9 or 10; orients readers adequately; states or implies significance, but usually does it toward the end of the narrative.
Score Range 05–06	Some evidence of achievement. The student produces a narrative that is brief or rambling; limited statement or implication of significance.
Score Range 03–04	Limited evidence of achievement. The student produces general or fragmentary narrative with little, if any, orientation or reflection on significance.
Score Range 02 or below	Minimal evidence of achievement. The student responds to the prompt with only the hint of a narrative.

ACHIEVEMENT LEVEL DESCRIPTION

PROBLEM SOLUTION

The following is a summary of the rubric used in scoring written work produced for the Problem Solution prompt.

SCORE RANGE 11–12 Exceptional achievement. The student describes the problem fully and argues for its seriousness; argues convincingly for one or more solutions to the problem; reflects continual awareness of readers' objections and preferred alternative solutions.

SCORE RANGE 09–10 Commendable achievement. The student describes the problems adequately for intended readers and argues convincingly for at least one solution. Reflects readers' concerns but without the continual awareness of a writer receiving a score of 11 or 12.

SCORE RANGE 07–08 Adequate achievement. The student describes the problem briefly and offers at least one relevant, moderately developed solution; may mention the reader in the beginning but usually does not mention the reader again until the conclusion; is more matter-of-fact and noticeably less convincing than a writer receiving a score of 9 or 10.

SCORE RANGE 05–06 Some evidence of achievement. The student identifies a problem and offers at least one minimally developed solution; may mention readers, but usually does not accommodate them.

SCORE RANGE 03–04 Limited evidence of achievement. The student mentions a problem and lists one or more solutions without arguing for them; usually does not mention readers.

SCORE RANGE 02 OR BELOW Minimal evidence of achievement. The student usually mentions a problem but may not identify it explicitly; either does not offer a solution or mentions one and does not argue for it logically; proposes a solution that may not seem appropriate for the problem; shows little or no awareness of readers.

Achievement Level Description

OBSERVATIONAL WRITING

The following is a summary of the rubric used in scoring written work produced for the Observational Writing prompt.

Score Range 11–12 Exceptional achievement. The student as eyewitness clearly identifies or defines the subject of the observation; establishes context; conveys stance by details, point of view, voice and tone; provides sufficient details to re-create for the reader the concrete subject or situation being observed. Throughout the essay there is controlled awareness of the scene, the writer's purpose, and the developing effect on the reader.

Score Range 09–10 Commendable achievement. The student clearly identifies subject; locates the subject in physical context; may let the context dominate the essay; partially develops the relationship between writer, as eyewitness, and the subject; may lack discovery evidence demonstrated by a writer receiving a score of 11 or 12.

Score Range 07–08 Adequate achievement. The student identifies but does not define the subject; may allow context to dominate essay; less clearly identifies the relationship between writer and subject; details are skimpy and unelaborated but sufficient to let the reader see the broad strokes, including some aspects in greater detail; the meaning or importance of the experience to the writer may not be conveyed.

Score Range 05–06 Some evidence of achievement. The student identifies the subject of the observation in a general rather than specific way; provides some context; the stance is often inconsistent; relationship between writer and subject tends toward an autobiographical focus; essay characterized by general rather than specific details.

Score Range 03–04 Limited evidence of achievement. The student introduces too many subjects; provides minimal context; too central and evaluative; characterized by generalities rather than specific details; does not convey the importance of the experience.

Score Range 02 or below Minimal evidence of achievement. The student provides no context for the observation; the subject is mentioned only once or twice with primary focus on observer's thoughts or feelings; essay lacks information on the subject or contains garbled information.

ACHIEVEMENT LEVEL DESCRIPTION

REPORT OF INFORMATION

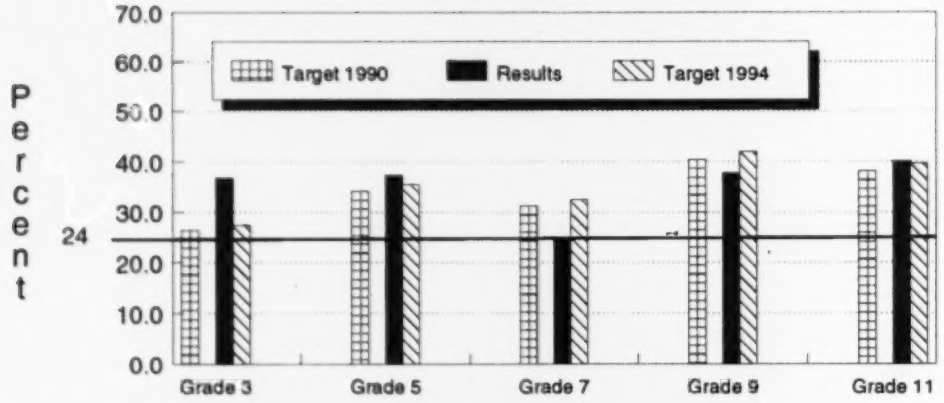
The following is a summary of the rubric used in scoring written work produced for the Report of Information prompt.

SCORE RANGE 11–12	Exceptional achievement. The student, as the authority on the subject, impresses the reader with his/her knowledge and information; selects and presents specific details around a controlling idea; quickly orients the reader to the subject and keeps the reader on track; shares personal commitment and involvement with the subject.
SCORE RANGE 09–10	Commendable achievement. The student presents information in an interesting manner with an authoritative voice; gives useful information but not as complete as a writer receiving a score of 11 or 12.
SCORE RANGE 07–08	Adequate achievement. The student reports subject eagerly but lacks authoritative voice; provides lots of information but not as integrated with the essay as a writer receiving a score of 9 or 10. The information is more general than specific or concrete. There is a controlling idea but the attitude toward the subject wavers; lacks organization; contains weak beginning and clumsy ending.
SCORE RANGE 05–06	Some evidence of achievement. The student is interested in informing the reader with eager voice but focuses on opinion or evaluation rather than information; not sufficient information to characterize subject; weak organization.
SCORE RANGE 03–04	Limited evidence of achievement. The student shows some awareness of reader; thin development; rarely uses details; provides a simple statement of subject; shaky organization; digresses.
SCORE RANGE 02 OR BELOW	Minimal evidence of achievement. The student has limited knowledge of the subject; shows little sense of voice or awareness of reader; limited information is provided; essay is poorly organized.

APPENDIX G

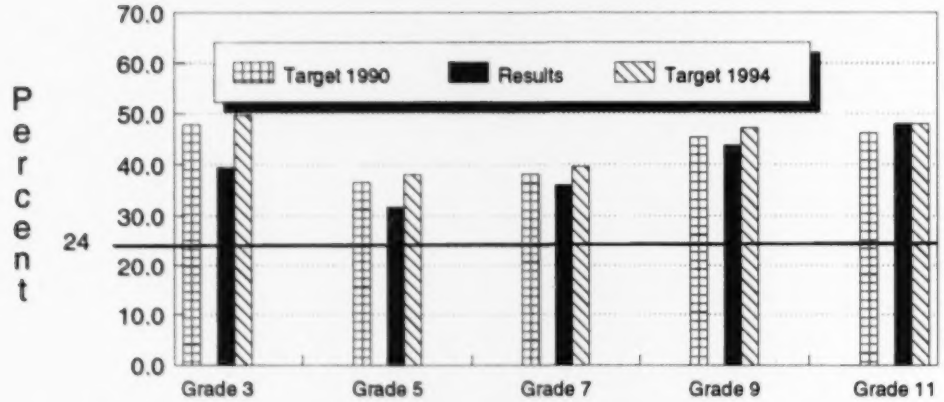
TARGET 4.2 RESULTS BY REGION

1994 Student Achievement Goals
Mathematics - Atlantic Region
76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	26.3	34.1	31.2	40.4	38.1
Results	36.7	37.3	24.5	37.8	40.0
Target 1994	27.4	35.5	32.4	42.0	39.6

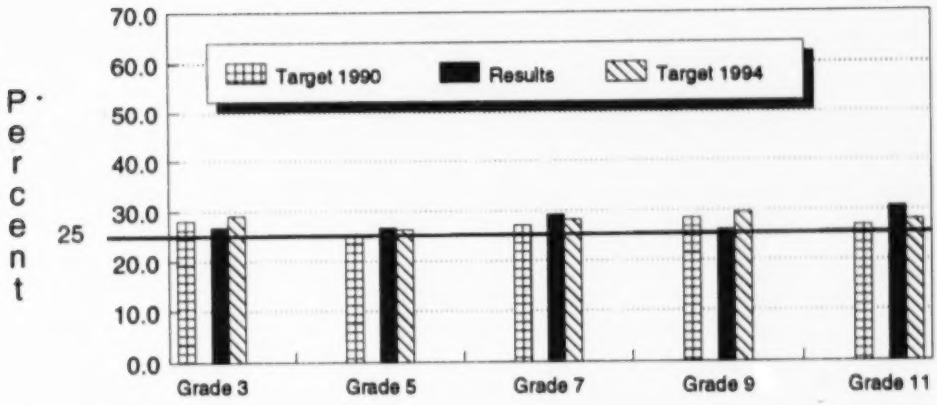
1994 Student Achievement Goals
Science - Atlantic Region
76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	47.8	36.5	38.1	45.4	46.1
Results	39.3	31.6	36.0	43.8	47.9
Target 1994	49.7	38.0	39.6	47.2	47.9

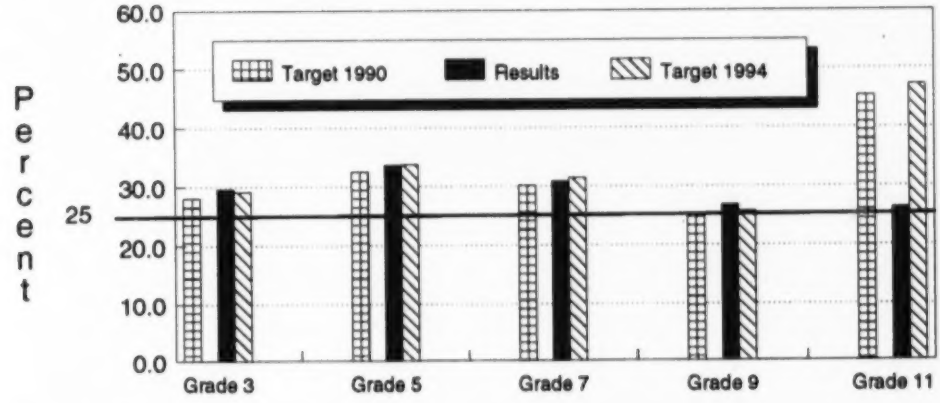
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Atlantic Region
51-75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	28.0	25.2	27.0	28.4	26.8
Results	26.7	26.5	29.2	26.0	30.5
Target 1994	29.1	26.2	28.1	29.5	27.9

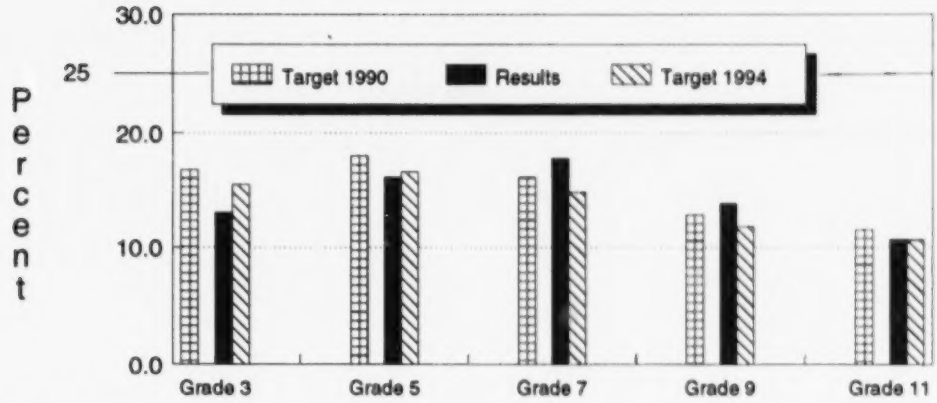
1994 Student Achievement Goals
Science - Atlantic Region
51-75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	28.0	32.4	30.1	24.7	45.4
Results	29.6	33.6	30.7	26.7	26.3
Target 1994	29:1	33.7	31.3	25.7	47.2

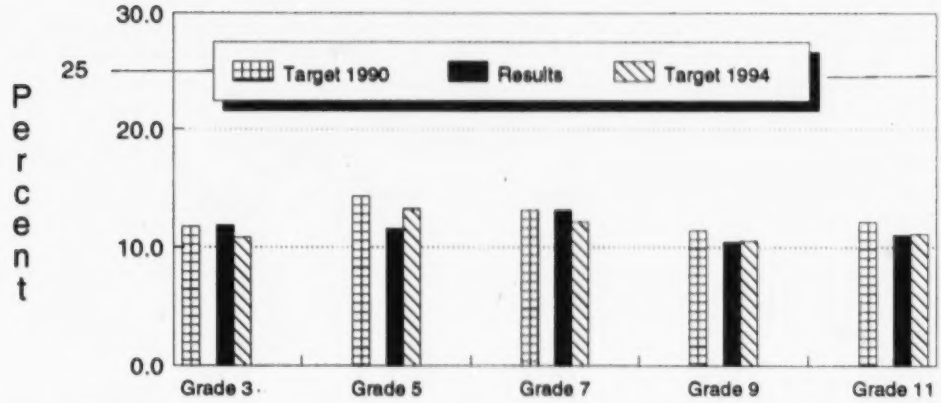
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Atlantic Region
25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	16.8	18.0	16.1	12.8	11.5
Results	13.0	16.1	17.8	13.8	10.6
Target 1994	15.5	16.6	14.8	11.8	10.6

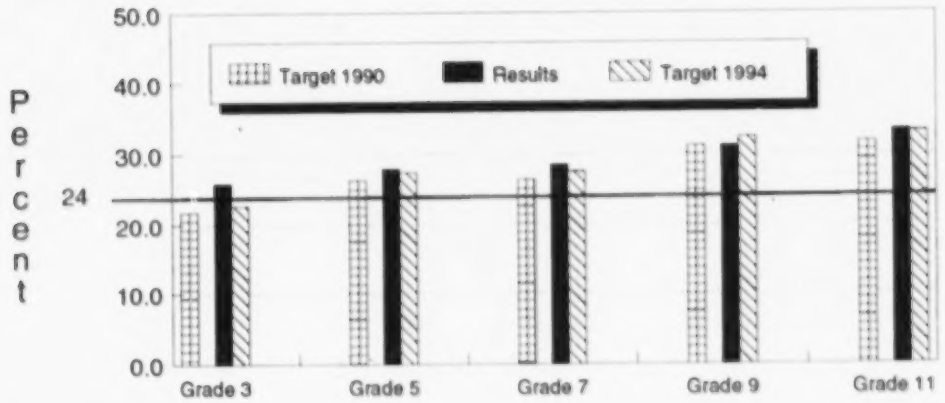
1994 Student Achievement Goals
Science - Atlantic Region
25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	11.7	14.3	13.1	11.4	12.1
Results	11.8	11.5	13.1	10.4	11.0
Target 1994	10.8	13.2	12.1	10.5	11.1

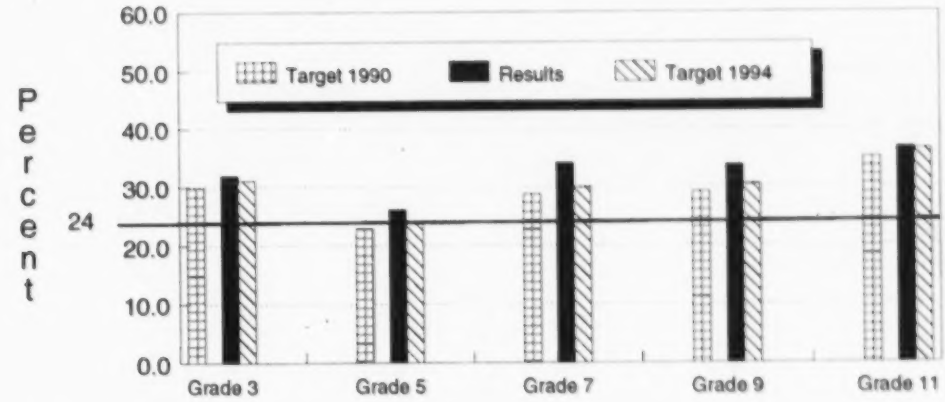
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Germany Region
76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	21.8	26.3	26.4	31.1	31.7
Results	25.8	27.9	28.4	31.0	33.2
Target 1994	22.7	27.4	27.5	32.3	33.0

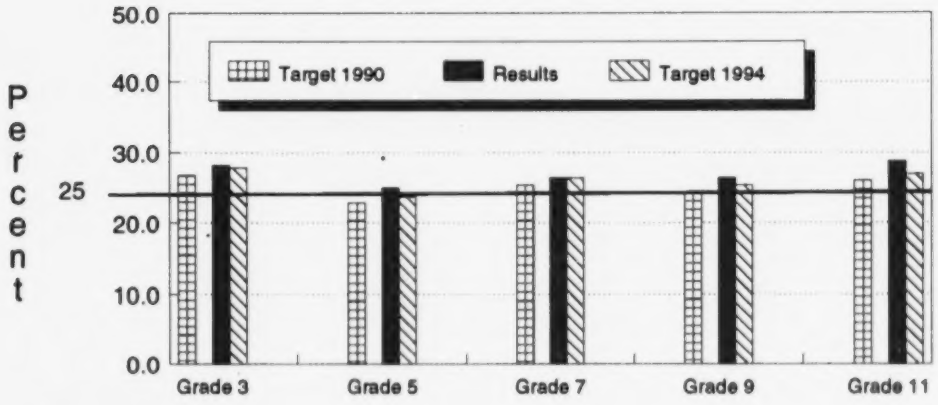
1994 Student Achievement Goals
Science - Germany Region
76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	29.8	22.8	28.7	29.1	34.9
Results	31.8	26.1	34.0	33.6	36.5
Target 1994	31.0	23.7	29.8	30.3	36.3

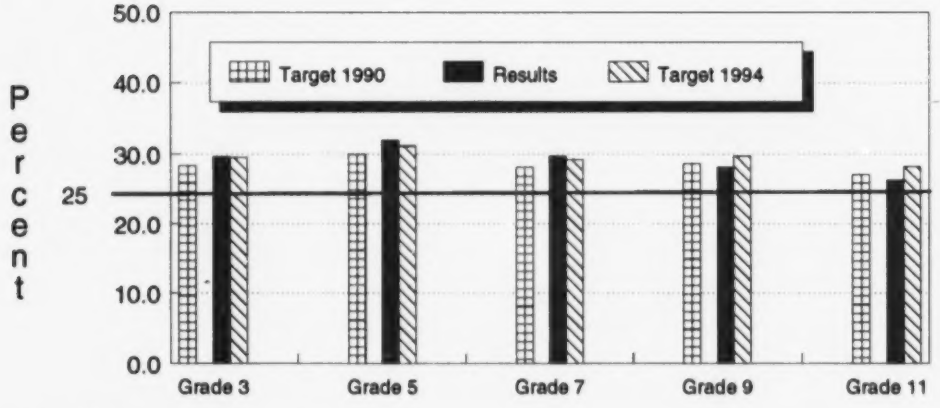
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Germany Region
51-75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	26.7	22.8	25.3	24.3	25.9
Results	28.1	24.9	26.3	26.3	28.7
Target 1994	27.8	23.7	26.3	25.3	26.9

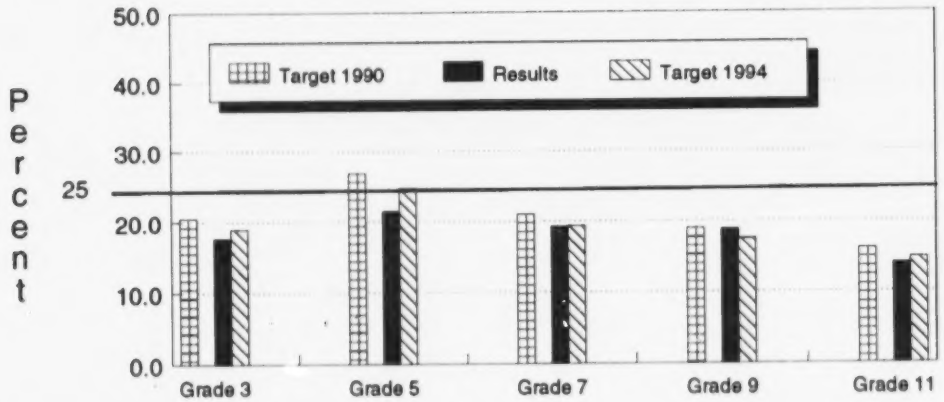
1994 Student Achievement Goals
Science - Germany Region
51-75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	28.4	29.9	28.1	28.6	27.1
Results	29.6	31.9	29.7	28.1	26.3
Target 1994	29.5	31.1	29.2	29.7	28.2

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

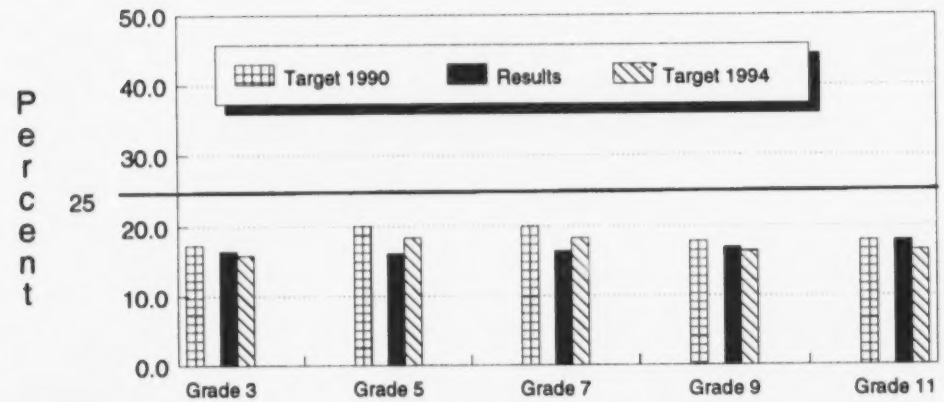
1994 Student Achievement Goals
Mathematics - Germany Region
25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	20.5	26.9	21.0	18.9	16.0
Results	17.6	21.5	19.2	18.7	13.9
Target 1994	18.9	24.7	19.3	17.4	14.7

G11

1994 Student Achievement Goals
Science - Germany Region
25th Percentile and Below

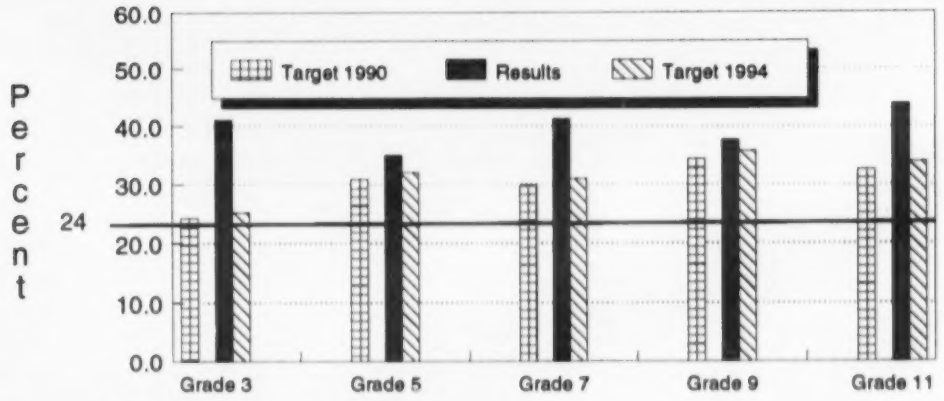


	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	17.3	20.0	19.9	17.8	17.9
Results	16.4	16.1	16.4	16.9	17.9
Target 1994	15.9	18.4	18.3	16.4	16.5

G12

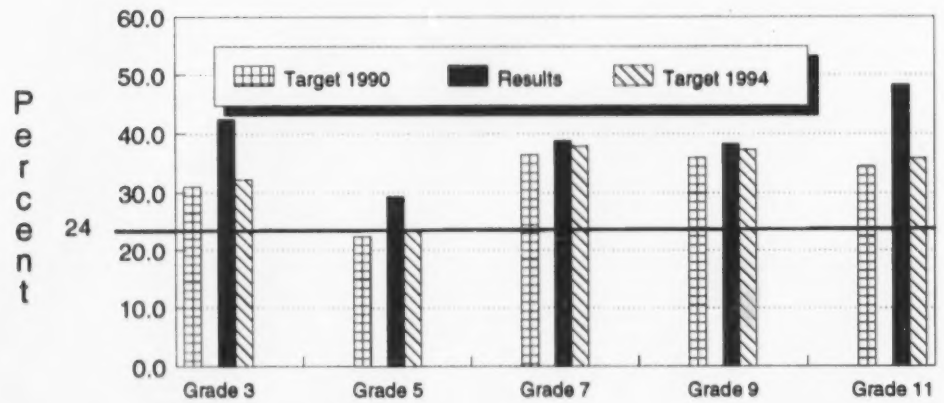
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Mediterranean Region
76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	24.2	30.9	29.8	34.4	32.6
Results	41.0	35.0	41.2	37.6	43.8
Target 1994	25.2	32.1	31.0	35.8	33.9

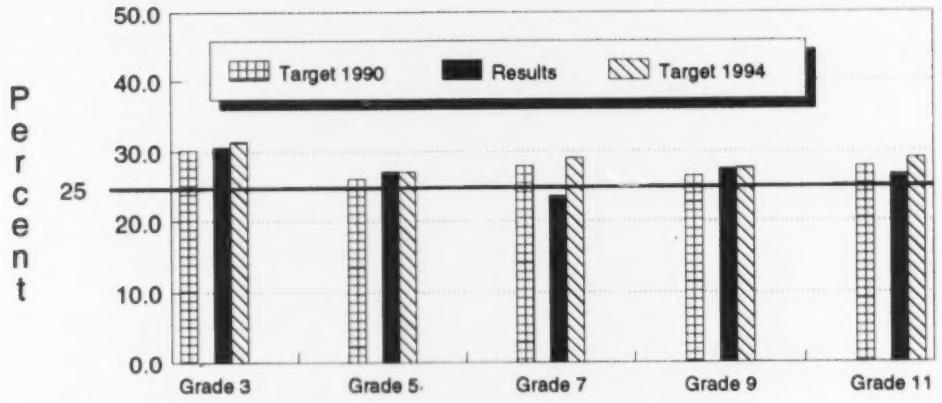
1994 Student Achievement Goals
Science - Mediterranean Region
76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	31.0	22.4	36.4	35.9	34.4
Results	42.4	29.3	38.7	38.2	48.3
Target 1994	32.2	23.3	37.9	37.3	35.8

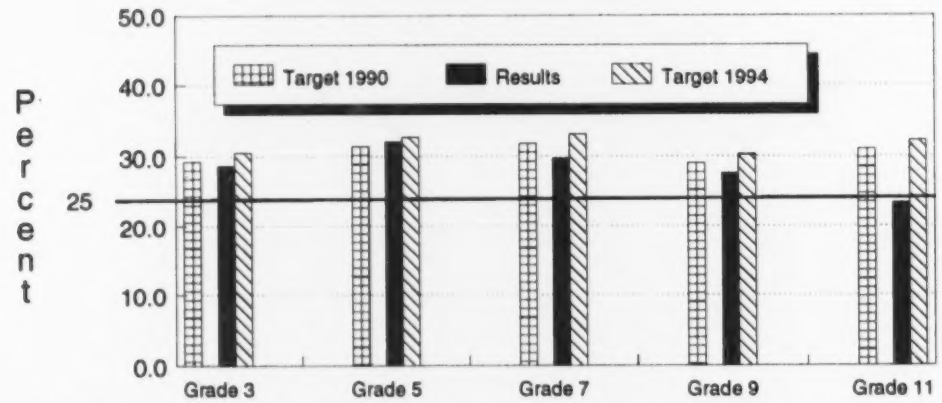
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Mediterranean Region
51 - 75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	30.1	26.0	27.9	26.4	27.8
Results	30.5	27.0	23.5	27.4	26.5
Target 1994	31.3	27.0	29.0	27.5	28.9

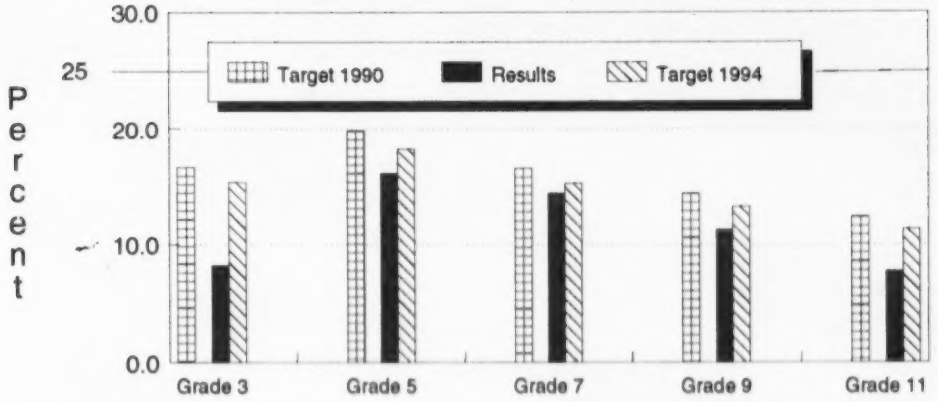
1994 Student Achievement Goals
Science - Mediterranean Region
51 - 75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	29.3	31.4	31.8	29.0	31.0
Results	28.6	32.0	29.7	27.6	23.3
Target 1994	30.5	32.7	33.1	30.2	32.2

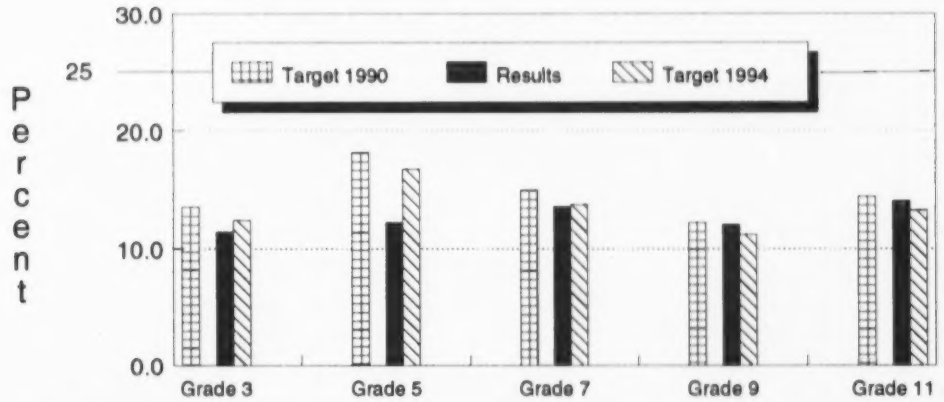
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Mediterranean Region
25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	16.6	19.8	16.5	14.3	12.3
Results	8.2	16.0	14.3	11.2	7.7
Target 1994	15.3	18.2	15.2	13.2	11.3

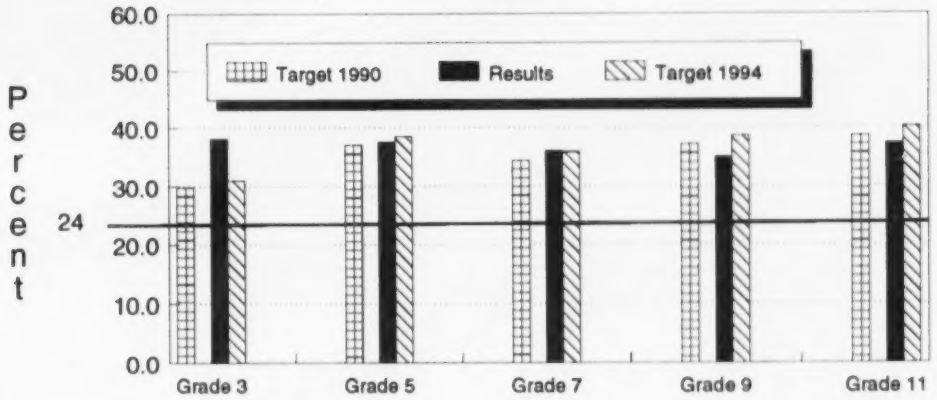
1994 Student Achievement Goals
Sciece - Mediterranean Region
25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	13.5	18.1	14.9	12.2	14.4
Results	11.4	12.2	13.5	12.0	14.0
Target 1994	12.4	16.7	13.7	11.2	13.2

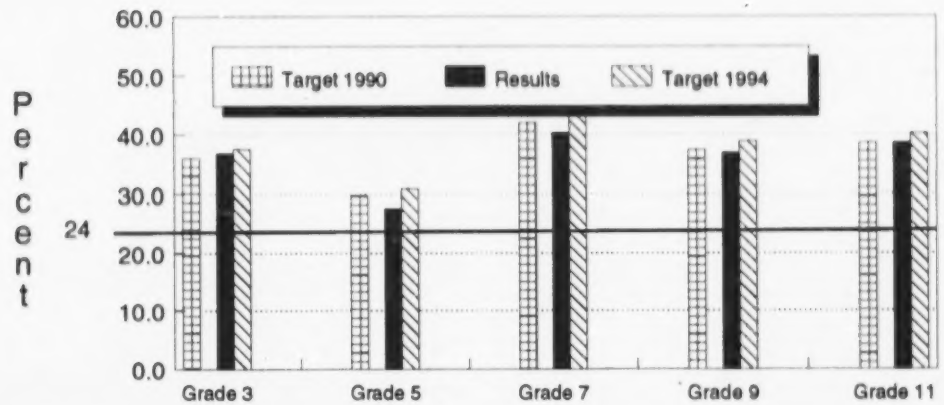
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Pacific Region
76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	29.8	37.0	34.4	37.1	38.6
Results	38.1	37.5	35.9	34.9	37.2
Target 1994	31.0	38.5	35.8	38.6	40.1

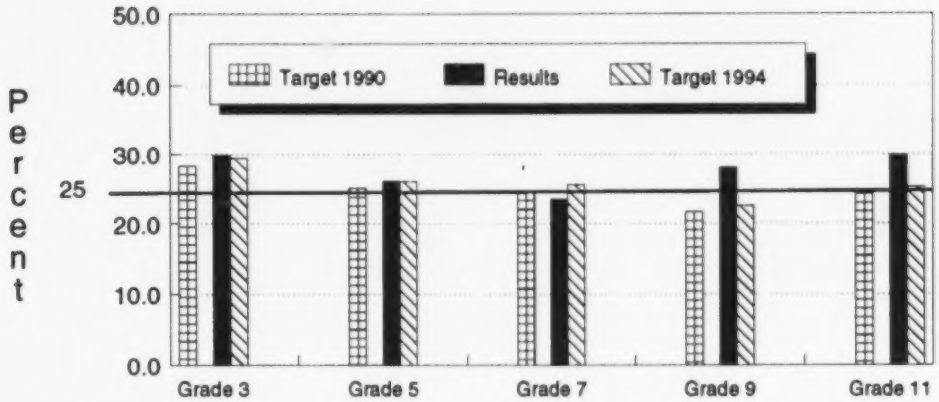
1994 Student Achievement Goals
Science - Pacific Region
76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	36.1	29.7	42.0	37.4	38.6
Results	36.7	27.5	40.2	36.8	38.5
Target 1994	37.5	30.9	43.7	38.9	40.1

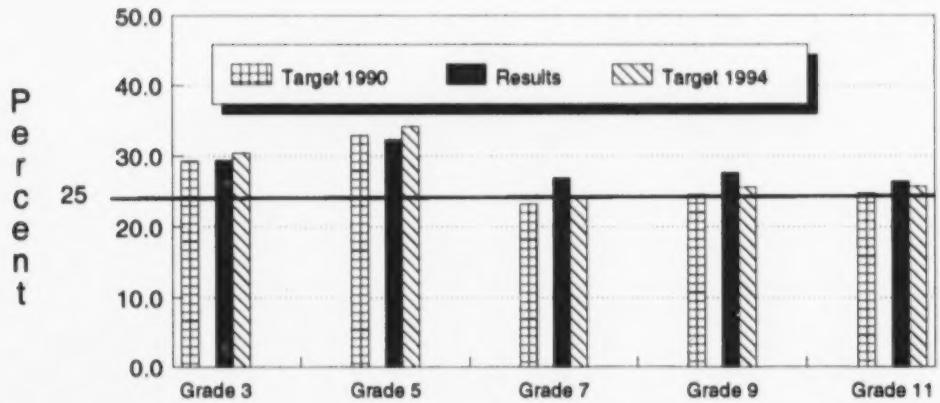
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Pacific Region
51 - 75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	28.3	25.0	24.5	21.6	24.2
Results	29.8	26.0	23.4	28.0	29.8
Target 1994	29.4	26.0	25.5	22.5	25.2

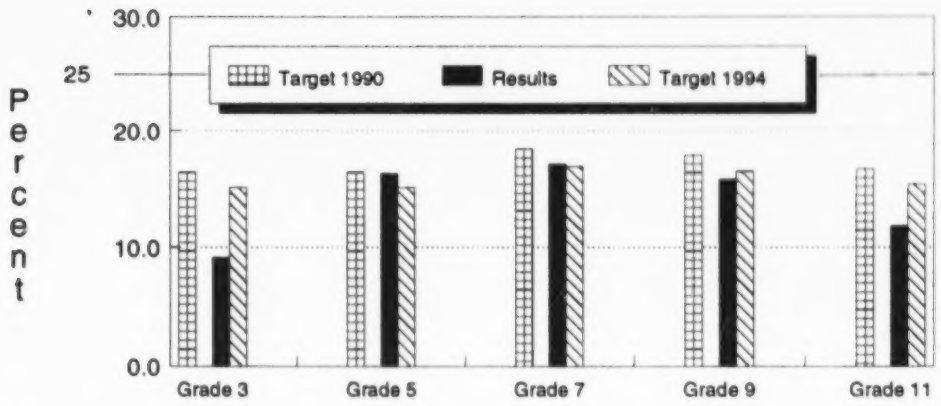
1994 Student Achievement Goals
Science - Pacific Region
51 - 75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	29.2	32.9	23.2	24.5	24.6
Results	29.3	32.2	26.8	27.5	26.3
Target 1994	30.4	34.2	24.1	25.5	25.6

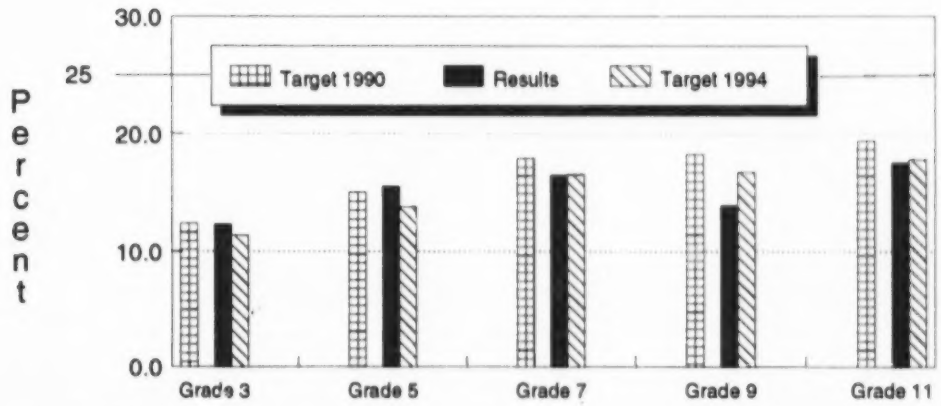
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Pacific Region
25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	16.4	16.4	18.4	17.9	16.7
Results	9.1	16.3	17.1	15.8	11.8
Target 1994	15.1	15.1	16.9	16.5	15.4

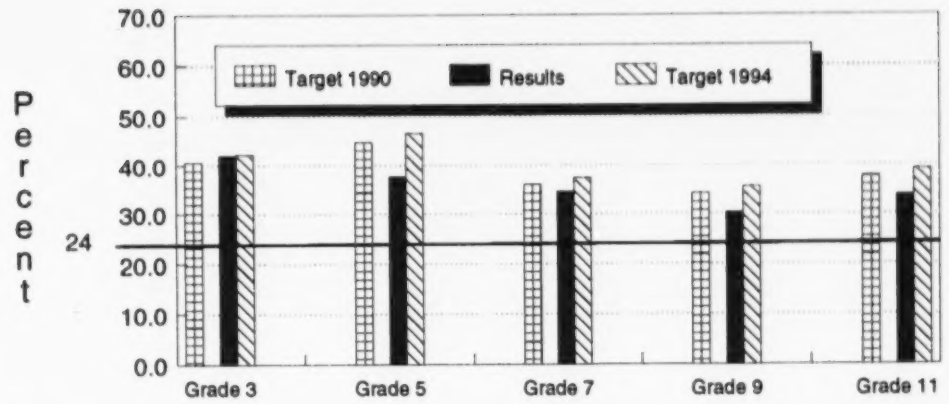
1994 Student Achievement Goals
Science - Pacific Region
25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	12.4	15.0	17.9	18.2	19.4
Results	12.3	15.5	16.4	13.9	17.5
Target 1994	11.4	13.8	16.5	16.7	17.8

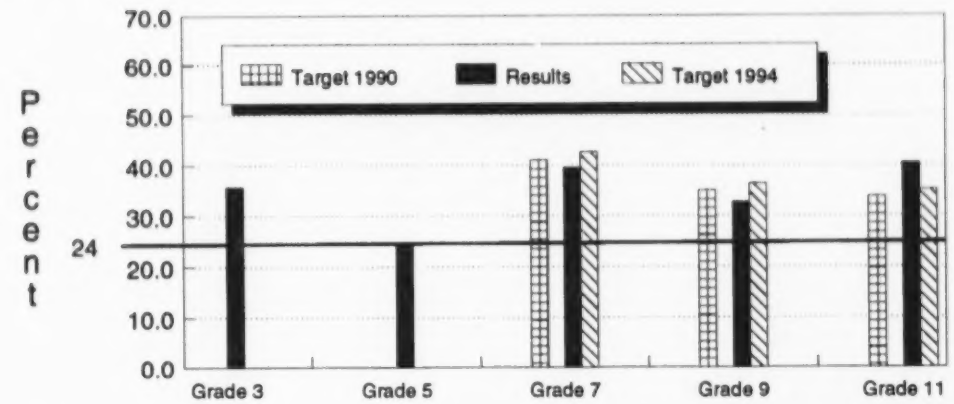
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Panama/Islands
76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	40.6	44.8	35.9	34.1	37.6
Results	42.0	37.5	34.5	30.2	33.7
Target 1994	42.2	46.6	37.3	35.5	39.1

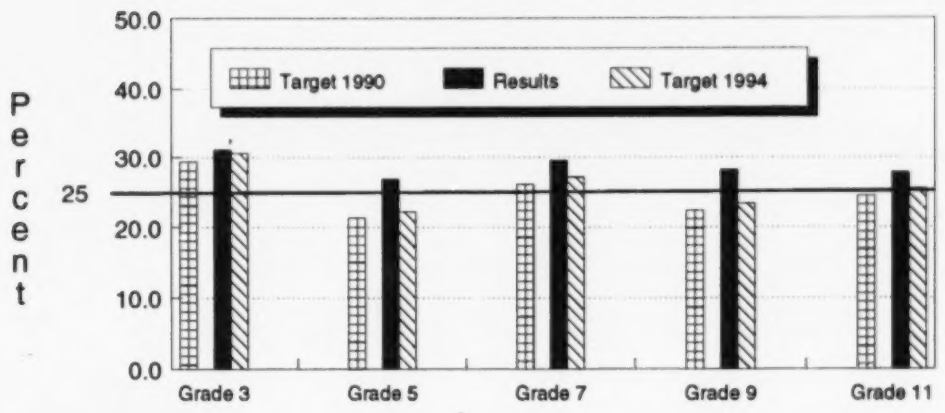
1994 Student Achievement Goals
Science - Panama/Islands
76th Percentile and Above



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990			41.0	34.9	33.7
Results	35.6	24.7	39.4	32.6	40.4
Target 1994			42.6	36.3	35.0

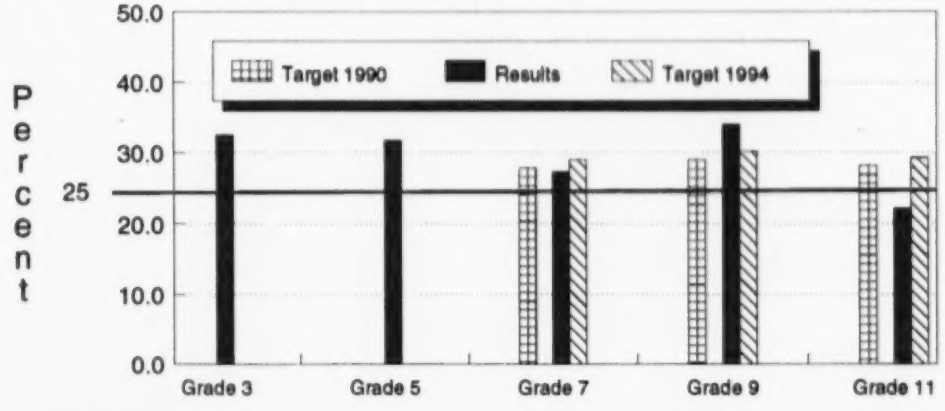
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Panama/Islands
51 - 75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	29.3	21.3	26.1	22.4	24.4
Results	31.0	26.8	29.5	28.1	27.7
Target 1994	30.5	22.2	27.1	23.3	25.4

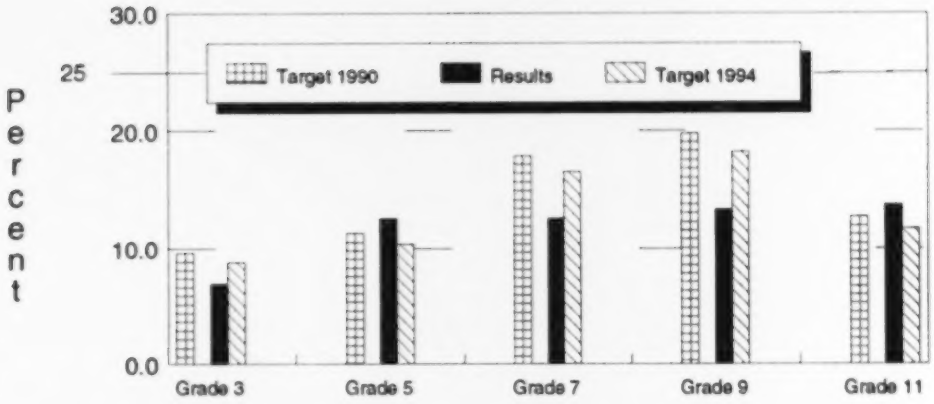
1994 Student Achievement Goals
Science - Panama/Islands
51 - 75th Percentile



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990			27.8	28.9	28.1
Results	32.5	31.7	27.2	33.9	22.0
Target 1994			28.9	30.1	29.2

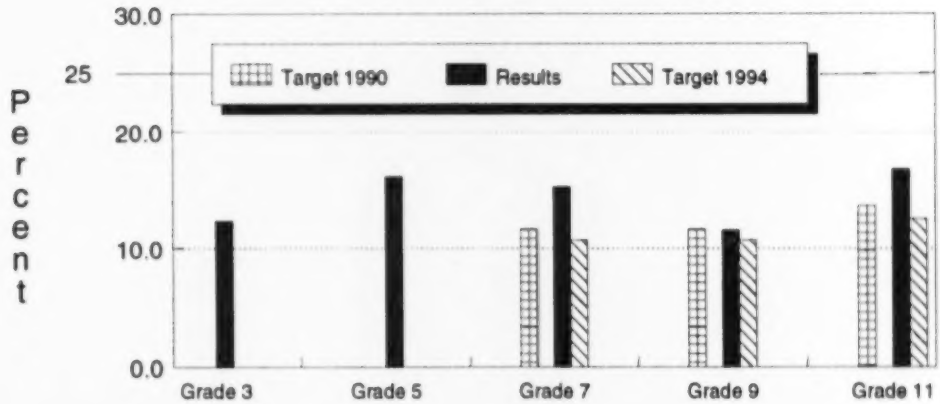
Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

1994 Student Achievement Goals
Mathematics - Panama/Islands
25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990	9.6	11.3	17.9	19.8	12.7
Results	6.9	12.6	12.6	13.3	13.7
Target 1994	8.8	10.4	16.5	18.2	11.7

1994 Student Achievement Goals
Science - Panama/Islands
25th Percentile and Below



	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11
Target 1990			11.6	11.6	13.6
Results	12.3	16.1	15.2	11.5	16.7
Target 1994			10.7	10.7	12.5

Note: Lines at 24 or 25 percent indicate expected percentage of students nationally.

DEPARTMENT OF DEFENSE
DEPENDENTS SCHOOLS (DoDDS)
4040 NORTH FAIRFAX DRIVE
ARLINGTON, VA 22203-1635
(703) 696-4235
DoDDS PAMPHLET 95-C-0002
JUNE 1995